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ABSTRACT

This is a report on Phase I of a two-phase project identifying the requirements of administrators, teachers, and school board members for implementing an individualized instruction program, identifying such programs in the United States, and selecting 48 for site visits. A preliminary questionnaire was administered to 21 Oregon public school superintendents and the data, with data from interviews with 38 members of the target audience, were used to construct a second questionnaire covering seven major areas--effects on students, operation of individualized programs, teachers, costs, facilities and equipment, materials, and implementation. This questionnaire was administered to all segments of the target audience in upper New York State, Maryland, mid-Texas, southern California, and the Northwest, with a further classification of school districts as small rural, large consolidated rural, suburban, and central city. On-going programs were identified through chief state school officers, directors of regional educational laboratories, colleges and universities, the U.S. Office of Education, and the National Education Association, to obtain a comprehensive view, compile a selected list of programs in each state, and select the most diversified for site visits. Appendixes provide examples and more detailed information on questionnaires, interviews, programs identified, program identifiers, and site visits. (MBM)

ED0 41865

An Interpretive Study
of
Individualized Instructional Programs
Phase I -
Analysis and Interpretation

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Jack V. Edling
James E. Buck

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This project was conceived by Dr. Wilbur Schramm, Chairman, Advisory Board, the ERIC Clearinghouse on Educational Media and Technology at the Institute for Communication Research, Stanford University. Dr. Schramm identified the need for more information on techniques to individualize instruction, and convinced the principal investigator that it was worth two years of his life to obtain the needed data and prepare case studies and related materials.

Mr. James E. Buck, project coordinator, handled all administrative arrangements. Beginning in the Fall of 1968 he identified school board members, school administrators and teachers in Oregon who would help identify the information needs of target audiences. He assisted in the preparation of data gathering instruments, conducted a national survey to obtain needed data, contacted all fifty chief state school officers, directors of regional laboratories, numerous colleges, institutes and foundations, scheduled fifty site visits and conducted a review of the literature on the need for individualized instruction.

Special appreciation is due those who contributed so freely of their time in supplying needed information. Of particular note are the National Advisory Committee, representatives of the target audiences who completed questionnaires, and individuals who supplied detailed information about on-going programs of individualized instruction.

Dr. William Paisley, Director, ERIC Clearinghouse on Educational Media and Technology hosted the meeting of the National Advisory Committee and provided invaluable guidance and advice in planning the dissemination phases of the project.

Jack V. Edling

Preface

There is no question of the reality of individual learner differences and there is considerable opinion that it is important to provide for these differences in instructional situations. However, how to provide individualized instruction within the structure of the typical elementary or secondary school to actually enhance learning is a significant unresolved problem. The current intensity of interest in the individualization of instruction requires that a rather major effort be made to collate as many of the ideas and programs as possible to identify the present status of knowledge, procedures, techniques, and materials relevant to the problem of individualization. Equally as important an effort must be made to discover the information needs for implementation of individualized instruction by school board members, administrators, and teachers.

The major activities of Phase I have been three-fold: (1) the identification of the information requirements for implementation of an individualized instruction program by administrators, teachers, and school board members; (2) the identification of many programs of individualized instruction throughout the United States; and (3) the selection and visitation of forty-eight of these programs for the purpose of collecting information desired by the target audiences.

This report is intended merely to describe activities in Phase I of the project. It deals with procedures and findings related to information requirements and places where desired data were obtained. Phase II will report on the details of individualized instructional programs. Appendices have been prepared which will provide examples and more detailed information on questionnaires, interviews, programs identified, program identifiers, and site visitations.

Chapter I

Information Needs of Target Audiences

The ultimate goal of the total project is to provide teachers, school board members, and school administrators with information that each would need to (a) evaluate the relevancy of individualized instruction (I.I.) for their particular situation, (b) plan an appropriate version of I.I. if it were considered relevant, and (c) implement a program that should logically enhance the educational program of the school in terms of learner satisfaction and achievement. The first step in achieving the final goal was to discover what information the target audiences (school administrators, school board members, and teachers) considered important for evaluating the relevancy of an I.I. program and implementing an appropriate version of an I.I. program.

The plan to discover the information needs of target audiences was initiated by interviewing three members of the education faculty of Oregon College of Education. With these interviews as a background several members of the instructional unit research staff of Teaching Research prepared a questionnaire for distribution to the Oregon Public School Superintendents' meeting on Friday, September 20, 1969. The week following, September 23-27, the project director, Jack V. Edling, and the project coordinator, James E. Buck, held interviews throughout the Willamette Valley area of Oregon with thirty-eight (38) individuals representing all segments of the target audience.

The interviews and the analyses of the sueprintendent's questionnaire provided the necessary information for the design of a revised questionnaire for national administration to determine whether the information needs of target audiences across the nation were consistent. The questionnaire contained questions related to seven major areas: (1) effects on students; (2) operation of individualized programs; (3) teachers; (4) costs; (5) facilities and equipment; (6) materials; and (7) implementation.

The revised questionnaire was sent to the U.S. Office of Education for approval. Immediately upon receiving approval it was administered to individuals representing all segments of the target audiences in five different geographical parts of the country. In each of these five areas, the target audience of four classifications of types of school districts of varying sizes and locations completed the questionnaire. The four districts were classified as (1) small rural school; (2) large consolidated school, rural setting; (3) suburban; and (4) central-city. The five geographical areas were: (1) upper New York State; (2) the State of Maryland; (3) mid-Texas; (4) southern California; and (5) the Northwest. In each area, the questionnaire was administered by college graduate students, except in the Northwest where Teaching Research handled the administration.

The directions for scoring instructed each member of the target audience in this manner.

> The sequence of numbers (0,1,2) in front of each question is for the purpose of rating the relative importance you feel an answer to the question would have for your purposes. If you believe an answer to the question would be very important to you and your school district in setting up or improving individualized instruction programs, circle the "2". If you feel it would be somewhat helpful, circle the "1". If you feel it would be of no value, circle the "0".

In total four hundred and forty-nine (449) individuals completed the questionnaire. In order to interpret the mean scores reported in Appendix A-5, Part I, it is necessary to understand the meaning of the reported mean scores which are as follows:

A mean score of:	Means that from a total of 449:
1.75-2.00	Fewer than 112 rated the item as only "somewhat helpful"
1.50-1.74	112-224 rated the item as only "somewhat helpful"
1.25-1.49	225-337* rated the item as only "somewhat helpful"

---

*Some individuals rated an item as of "no value" but the mean ratings are as indicated.

1.00 - 1.24	338 - 449* rated the item as only "somewhat helpful"
below 1.00	The majority consider the item either of "no value" or only "somewhat helpful"

Since scores above 1.00 indicate that information on that item is considered as "somewhat helpful" it is reasonable to conclude that the areas and specific concerns of the members of the target audience in Oregon are also areas and concerns of the target audience on a nationwide basis. In only one instance, Central City school board members, did a specific group feel that the information asked for by one question, number 23, was going to be less than "somewhat helpful" to them to implement a program of individualized instruction.

The seven major areas of the questionnaire, in the eyes of the target audience, were not of equal concern. The questions relating to "Effect on Students" and "Teacher" were the areas of greatest interest. The questions relating to "Implementation" and "Costs" of the program were of less interest. However, as Part E of Appendix A-5 illustrates, the target audiences in each of the four types of school districts (central city, suburban, etc) do not, except in the case of "Implementation," rank the areas in any consistent pattern.

The areas of most concern, from the results shown in Part A, Appendix A-5, have been verified by sampling opinions in the five (5) sections of the country listed previously. In the opinion of the advisory committee these five (5) sections would represent a fairly accurate estimate of opinion of information needs on a nationwide basis.

The following appendices contain data on the topics indicated:

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*Some individuals rated an item as of "no value" but the mean ratings are as indicated.

Appendices

A-1 Superintendents' Questionnaire and Analysis

A-2 Interviewees and Interview Summaries

A-3 Questionnaire

A-4 Questionnaire Administration Centers and Participating School Districts

A-5 Part A - Mean Scores Target Audiences

Part B - Target Audiences - Five Most Important Questions

Part C - Target Audiences - Rankings of Each Section

Part D - Target Audiences - Rankings by School Types

Part E - Target Audiences - Rankings by Each Target Audience

Chapter II

Identification and Analysis of Individualized Instructional Programs

To meet the information needs of the target audiences, it was necessary to identify throughout the United States many on-going I.I. programs. It was also necessary to have a brief analysis of each program in order to select from among the many schools nominated, those schools which would provide information on a wide range of techniques, materials, organization and procedures.

Identification of I.I. programs was initiated by contacting the fifty (50) chief state school officers, the twenty (20) directors of regional educational laboratories, twenty-eight (28) colleges and universities in areas not adjacent to regional laboratories, nine (9) institutes and foundations interested in improving instruction, the U.S. Office of Education, and the National Educational Association. The officers and organizations were asked to recommend someone on their staff who could identify in their respective areas of operation, programs of I.I. These nominees were then contacted for the names, addresses, and person responsible, for each on-going I.I. program with which they were familiar.

Districts, schools, and/or departments or grade levels within schools with identified programs of I.I. were then contacted for a brief description of their program. Descriptions received from each program were analyzed to accomplish three purposes. First, to obtain a comprehensive view of what was happening with reference to I.I. on a nationwide basis. Second, to compile a selected list of programs in each state that appeared to offer an opportunity for future "close to home" visitation sites for school personnel interested in implementing an I.I. program. Third, to select the most diversified programs for site visitations.

The task of identifying on-going individualized instructional programs was both difficult and rewarding. It was believed that many fine programs would not be identified because: (1) programs were known only to local people; (2) many state departments, regional educational laboratories, education associations, and foundations were not organized to have the necessary information; (3) the local and national elections and busy fall schedule would cut deeply into the time of those who had the needed information; and (4) some people asked would not feel the project to be of sufficient importance to warrant the time and effort required to cooperate. However, even with anticipated defeciencies it is believed that program identifiers performed a most creditable function. Programs which actually provided individualized instruction to learners were identified in the vast majority of states. Information received from each program was contributed without cost to the project. All of the over 800 men and women who contributed to program identification and to program information are due special appreciation from all those who will benefit from the new knowledge.

The following appendices contain data on the topics indicated:

Appendices

B-1 Part A - Letter Requesting Name of Knowledgeable Persons

Part B - List of Persons Contacted

B-2 Part A - Letter Requesting Location of Programs

Part B - List of Persons Contacted

B-3 Part A - Letter to Program Directors

Part B - Form to Gather Descriptive Data

B-4 Part A - Districts, Schools, and Programs Identified

Part B - Selected Sites "Close to Home"

Chapter III

Data Collection Tour - Site Visitations

More than 500 programs of I.I. were identified in the United States by various cooperating agencies, organizations, and departments. Detailed descriptive information was collected on a majority of these programs.

The process of selecting schools for site visitations was a two phase operation. First, an attempt was made to select several functioning programs of individualized instruction within each state. This was possible in the majority of states. It is recognized that it is possible that there were many programs of equal or superior quality that were not identified. However, because of the system employed it is believed that at least representative programs have been identified. This first step in the site-visitation selection will also serve as a "close to home" visitation guide for school board members, teachers, and administrators. Second, an attempt was made to select from the initially screened list, programs throughout the country that would: (1) meet the information needs as identified by the target audiences; (2) represent the widest spectrum of individualized instructional procedures at all levels, K through grade 12; (3) represent the four types of school districts (central city, suburban, large consolidated, and small rural); and (4) represent the major geographical and population areas of our country.

The result of the site visitations has been the collection of large amounts of information on each school visited. The collected information includes: (1) recorded and transcribed interviews with those responsible for the program; (2) over 1,500 35 mm slides illustrating materials, procedures, techniques, and facilities; (3) sample materials and schedules; and (4) statements of objectives, philosophy, etc. A wide variety of effective techniques has been observed. The strength and weaknesses of various arrangements and the condition under which each most effectively can be employed has been studied and analyzed.

Information gathered from site visitations, upon recommendation of a National Advisory Committee, will be disseminated to local districts through a plan that has been devised and is described in the proposal for Phase II. This plan has potentialities to meet the ultimate objective of enhancing the educational program in terms of learner satisfaction and achievement, as well as teacher and parent satisfaction. By training specialists in state departments and teacher education institutions and providing them the materials necessary to hold seminars for school administrators and their staffs, all schools may be provided the new knowledge necessary to devise an I.I. program appropriate for their particular situation.

The following appendices contain data on the topics indicated:

Appendices

C-1 Site Visitation Request

C-2 List of Schools Visited

Chapter IV

Implications of Learner Differences

Section III of the Phase I proposal for the project began with the following statement,

> "There is no question of the reality of individual learner differences, and there is considerable opinion that it is important to provide for these differences in instructional situations."

It is a curious fact, that in all communication to date on the project, no one asked the question, "Why individualize?" This group includes: (1) twenty-three (23) Oregon Public School Superintendents; (2) thirty-eight (38) target audience interviewees; (3) four hundred and forty-nine (449) members of the target audience; eight hundred (800) plus program identifiers and program information people; (4) the seven (7) members of our National Advisory Committee; and (5) the great number of people the project director talked with on his 16,473 mile data collection tour across the continental United States.

It appears from this sample of education minded Americans that it is not a question of "Why individualize?" but rather, "How can we individualize?" The reality of individual difference among students has, it appears, become an educational fact. Teachers, school administrators, school board members, parents, and community members believe that students differ in ways that are important for instructional purposes. A major problem now facing the classroom teacher and all those who support her is one of implementing programs that will enhance educational opportunities in terms of learner satisfaction and achievement. However, the implementation of I.I. programs is a major goal of the project and will be dealt with more specifically in Phase II.

Individual differences among learners have long been a complicating factor in the teaching of a group, and have caused the group-oriented teacher problems. Differences among learners in intelligence, school achievement, special aptitudes and talents, personality, interests and values, and cognitive style[1] have been recognized by teachers for many years as valid. However, except in a minority of classrooms, recognition of these differences does not express itself in the instructional program.

The six classes of differences listed above (with the possible exception of cognitive style) are acknowledged in educational psychology in that there are standardized techniques utilized in their measurement. Detailed information on each is available, with minor changes in order and emphasis, from a variety of basic educational psychology textbooks.

Additions and modifications to the classes of differences enumerated above have been made by various experts in differing contexts. In examining the "process of learning," Jensen (1967) classifies differences in the following manner: (1) intrinsic and extrinsic individual differences; (2) penotypes and genotypes; (3) primary mental abilities; and (4) transfer and individual differences.[2] Abrams (1966) states that intellectual, educational, neurological, psysiological, psychological, and sociological differences in various patterns of interrelationships influence the "thinking process."[3] Hefferon (1967) reports that in order for every learner to achieve his individual potential, educational leaders must identify and meet his diverse needs in: (1) the maturity of the learner; (2) his physical and social environment; (3) his family background; (4) his physical condition;

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(1) Tyler, Leona E., The Psychology of Human Differences, Appleton-Century Crofts, New York, 1956. pp. 5.

(2) Jensen, Arthur R., "Varieties of Individual Differences in Learning," Learning and Individual Differences, ed. Robert M. Gagne', Charles E. Merril Books, Inc., Columbus, Ohio, 1967. pp., 121-134.

(3) Abrams, Jules C., Factors Affecting Thinking and Comprehension, ERIC Report No.Re 000 424, Philadelphia, Pa; Temple University.

and (5) his individual differences in ability, interest, aptitude, and aspiration.[4] Grambs and Waetjen (1966) make a good case for their position that "it makes a significant difference whether the person we are teaching is a boy pupil or a girl pupil and that instructional provisions should be made accordingly.[5] This supplemental listing to the "standard six" differences in learners could be expanded; however, the teacher, the educational psychologist, and the general public are all aware that children are different and it is possible to educate each one differently.

Individualized instruction has been taking place in some American classrooms since the days of the one room school. At the present time there appears to be a need and a desire to proceed from what has become "traditional" group based instruction to an individualized form of instruction, which actually was the earliest form of instruction. Shane (1966) states the following factors as having helped force I.I. to the forefront in this decade: "(1) vigorous debates over the quality of mass public instruction; (2) the rapid growth of pupil population at all levels, and the long sustained teacher shortage; (3) the increasing use and impact of education media; (4) federal funds for improvement of schools; (5) educational proposals to more personalized instruction which have gathered much public attention; (6) greater recognition and acceptance of the view that the United States can no longer afford the uneducated man."[6]

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(4) Hefferman, Helen, "The Diverse Needs of the Learners to be Served," in A Basic Reference Shelf on Individualized Instruction, Wade, Serena, A Series One Paper from ERIC at Stanford, Stanford, California, Dec., 1968, pp. 5.

(5) Grambs, Jean D., and Waetjen, Walter B., "Being Equally Different: A New Right for Boys and Girls," The National Elementary Principal. Vol. XLVI, No. 2, November, 1966., pp. 59-60.

(6) Shane, Harold G., "The School and Individual Differences," Chapter 3 in Individualized Instruction, The Sixty-first yearbook of the National Society for the Study of Education, University of Chicago Press, Chicago, Illinois, 1962., pp. 44-45.

If it is accepted that "(1) all pupils are not equal in their ability to do school work, (2) learning rates vary among students, (3) an appropriate sequence in a subject field for one student is not necessarily the best sequence for another student",[7] and (4) the aspiration and values of learners differ then, what are the implications for education? John Garner (1964) expresses the idea that the goal for educators should be a lifetime of learning, "The ultimate goal of the educational system is to shift to the individual the burden of pursuing his own education."[8] The implications for method are equally extensive in that they force an almost complete re-orientation of teachers. It is the purpose of Phase II of the project to explore the many ways that individualization has actually influenced the goals of education, and the methods to attain those goals in schools of various sizes and locations at both the elementary and secondary levels.

For additional information on individual differences and individualized instruction, the reader is referred to the bibliography in Appendix D.

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(7) Bahner, John M., "Modern Goals of Secondary Education," Education, January, 1966, pp. 271.

(8) Gardner, John, Self-Renewal: The Individual and the Innovative Society, New York: Harper and Row, 1964. pp. 241.

APPENDICES A-1 and A-2

This appendix includes a copy of the questionnaire administered to twenty-one (21) Oregon public school superintendents.

The analysis indicates their ranking of an item as a result of mean score response.

The superintendents' questionnaire data together with interview data obtained from the individuals listed in Appendix A-2 were used to construct the questionnaire administered to a nationwide sample. Appendix A-2 also summarizes the key concepts expressed by the person interviewed.

APPENDIX A-1

INDIVIDUALIZED INSTRUCTION SURVEY GOALS QUESTIONNAIRE

The purpose of this questionnaire is to find out what you feel the goals of Teaching Research's nationwide survey of individualized instruction in grades K-12 should be. We at Teaching Research feel the only way the results of this survey can be meaningful to administrators, teachers, and school board members is to find out what questions these groups want answered. These questions, after national verification, will become the goals of the survey.

We are collecting data for determining the survey goals in two ways: (1) This questionnaire for the Oregon School Superintendents meeting Friday September 20, and (2) Interviews with administrators, teachers, and school board members from September 20 - September 27, 1968.

It is our hope that by using both of these data collection techniques we will have an accurate picture of what the teachers, administrators, and school board members interviewed would find most helpful in (1) making a decision whether to implement a program of individualized instruction or (2) improving current programs. We also realize that without your response this survey could possibly produce a large volume of data that would be meaningless to the public schools.

QUESTIONNAIRE

The sequence of numbers (0, 1, 2) in front of each question is for the purpose of rating the relative importance you feel the question should merit in determining the goals of the data collection tour. If you believe an answer to the question would be very important to you and your school distirct in setting up or improving individualized instruction programs, circle the "2". If you feel it would be somewhat helpful, circle the "1". If you feel it would be of no value, circle the "0".

We have provided space for the additional questions you feel should be asked during the questionnaire.

0 1 2 1. What are the advantages of individualized instruction for the students?

0 1 2 2. What can individualized instruction provide for the student that a self-contained classroom, as normally organized, cannot?

0 1 2 3. What is the student-teacher ratio in a program of individualized instruction?

0 1 2 4. How are students organized in an individualized instruction program?

0 1 2 5. What tests other than achievement and I.Q. are being used in individualized instruction for placement and/or evaluation.

0 1 2 6. What are the purposes of testing in individualized instruction?

Additional Questions:

0 1 2 7. Will any additional training be needed for our present staff to begin an individualized program?

0 1 2 8. Where is additional training available?

0 1 2 9. Are resource people available to bring into our district for inservice training in individualized instruction?

0 1 2 10. What kind of teacher organizational pattern is found in buildings with an individualized instruction program?

0 1 2 11. At what grade levels do you find individualized instruction?

0 1 2 12. Is individualized instruction usually found in separate classrooms or is it standard throughout a building?

0 1 2 13. In what parts of the curriculum is individualized instruction usually carried out?

0 1 2 14. What curriculum programs are available commercially that could be used directly in an individualized instruction program?

0 1 2 15. What curriculum programs are available commercially that could be modified for use in an individualized instruction program?

0 1 2 16. What materials are currently being used?

0 1 2 17. What kind of follow-through is being made to access this years program in relationship to what will happen next year?

0 1 2 18. Can an individualized instruction program be modified at any time?

Additional Questions:

0 1 2 19. What are the building requirements?

0 1 2 20. How have standard classrooms been modified to fulfill the needs of an individual instruction program?

0 1 2 21. What would be the cost of training our staff in an inservice program within our own district?

0 1 2 22. What would be the cost of training our staff on a college campus?

0 1 2 23. What is the cost per student in an individualized instruction program?

0 1 2 24. Where are the successful programs of individualized instruction in our area?

0 1 2 25. What are the problems encountered by classes, grade levels, and schools now using a program of individualized instruction?

0 1 2 26. How are school districts implementing programs of individualized instruction?

0 1 2 27. Who are the nationally known "experts" in individualized instruction?

0 1 2 28. Who are the people in our area who can help us get a program started?

0 1 2 29. Where can I find a good bibliography on individualized instruction?

0 1 2 30. How do you know individualized instruction will work?

0 1 2 31. What research has been done?

Additional Questions:

Comments:

Completed by:______________________

Form A

Rank order of responses from 21 Oregon Public School Superintendents

Mean Response (2.00 = perfect)	Question & Number on Supt. Survey
1.857	1. What are the advantages of individualized instruction for the students?
1.857	25. What are the problems encountered by classes, grade levels, and schools now using a program of individualized instruction?
1.800	26. How are school districts implementing programs of individualized instruction?
1.762	4. How are students organized in an individualized instruction program?
1.762	24. Where are the successful programs of individualized instruction in our area?
1.750	30. How do you know individualized instruction will work?
1.750	31. What research has been done?
1.714	2. What can individualized instruction provide for the student that a self-contained classroom, as normally organized, cannot?
1.714	7. Will any additional training be needed for our present staff to begin an individualized program?
1.700	28. Who are the people in our area who can help us get a program started?
1.667	23. What is the cost per student in an individualized instruction program?
1.619	8. Where is additional training available?
1.619	9. Are resource people available to bring into our district for inservice training in individualized instruction?
1.600	16. What materials are currently being used?
1.600	21. What would be the cost of training our staff in an inservice program within our own district?
1.571	3. What is the student-teacher ratio in a program of individualized instruction?

Mean Response	Question & Number on Supt. Survey
1.550	29. Where can I find a good bibliography on individualized instruction?
1.524	17. What kind of follow-through is being made to access this years program in relationship to what will happen next year?
1.450	10. What kind of teacher organizational pattern is found in buildings with an individualized instruction program?
1.450	19. What are the building requirements?
1.450	20. How have standard classrooms been modified to fulfill the needs of an individual instruction program?
1.429	5. What tests other than achievement and I.Q. are being used in individualized instruction for placement and/or evaluation?
1.429	15. What curriculum programs are available commercially that could be modified for use in an individualized instruction program?
1.400	6. What are the purposes of testing in individualized instruction?
1.400	27. Who are the nationally known "experts" in individualized instruction?
1.381	14. What curriculum programs are available commercially that could be used directly in an individualized instruction program?
1.333	13. In what parts of the curriculum is individualized instruction usually carried out?
1.300	22. What would be the cost of training our staff on a college campus?
1.200	11. At what grade levels do you find individualized instruction?
1.200	12. Is individualized instruction usually found in separate classrooms or is it standard throughout a building?
1.200	18. Can an individualized instruction program be modified at any time?

APPENDIX A-2

INTERVIEWS FOR RELEVANT INFORMATION QUESTIONNAIRE

Interview Number One - Charles Actor, Darrell Potter, Elementary Principals, Lake Oswego Public Schools, Lake Oswego, Oregon

Interview Number Two - Bill Wallace and Dennis Chamberlin, Junior High Principals, Milwaukie School District, Milwaukie, Oregon

Interview Number Three - Mrs. Mary Rieke, School Board Member, Portland Public Schools, Portland, Oregon

Interview Number Four - Warren Oliver, Don Marmeduke, John Pederson, School Board Members, Lake Oswego Public Schools, Lake Oswego, Oregon

Interview Number Five - Don Robertson, Chairman, History Department, Mike Reilly, History Department Teacher, Scolastica Murty, Humanties Department Chairman, Frank Werneken, English Teacher, Chuck Gildeker, Math Department Chairman, Lake Oswego High School, Lake Oswego, Oregon

Interview Number Six - Wendell Austin, Elementary Principal, Springfield Public Schools, Springfield, Oregon

Interview Number Seven - Don Ebbert, Mrs. Mildred Holly, School Board Members, Springfield, Oregon, Mrs. Gail Nicholson, Mrs. Lora Webb, Richard Miller, School Board Members, Eugene Public Schools, Eugene, Oregon

Interview Number Eight - Ken Brinkerhoff, Principal, Monmouth Elementary School, Mrs. Evelyn Barker, District Curriculum Coordinator, Rose Marie Jesperson, Barbara Burelbach, Bonnie Davis, Shirley Flug, Bertha Owen, Teachers, Grades 1-3, Monmouth Elementary School, Monmouth, Oregon

Interview Number Nine - Robert Humphreys, President, Oregon School Board Members Association, Dr. G. C. McNeilly, School Board Members, Silverton Public Schools, Silverton, Oregon

Interview Number Ten - Glen Hawkins, Assistant Superintendent, Tom Putnam, Principal, Danebo Elementary, Phil Berg, Principal, Malabon Elementary, Don Keiper, Principal, Irving Elementary, Lee Wilson, Principal, Fairfield Elementary, Hal Jole, Principal, Clear Lake Elementary, Lefty Woodruff, Principal, Shasta Junior High, Don Brand, Principal, Willamette High School, Members of Bethel Administrative Council, Bethel School District, Eugene, Oregon

Interview Number Eleven - Don Essig, Resource Teacher, Francis Willard, Elementary, Eugene, Oregon

Oregon College of Education Department Interviews - Mr. Henry Tetz, Director of Student Teaching and Intern Program, Dr. Robert Albritton, Director of Elementary Education, Mr. Dale Harp, Principal, Campus Elementary School

Interview 1

Darrell Potter
Chuck Actor

Elementary Principals
Lake Oswego School District
Lake Oswego, Oregon

Friday, September 20, 1968

(1) What size of classroom can a teacher really accomplish this in? Are numbers of extreme importance?

(2) Training teachers have - are they ready?

(3) Inservice programs.

(4) How can we get the individualized instruction information to the teachers?

(5) Instructional materials available.

(6) Teacher time.

(7) Aid help for teacher.

(8) Materials - what is found for each subject in each classroom or are they centralized?

(9) Facilities - any type school, modern, normal, antiquated.

(10) Definition of individual instruction - can a small group be called individual instruction?

(11) Organization so students are not lost in the shuffle.

(12) How can the unorganized teacher handle it?

Interview 2

Bill Wallace
Dennis Chamberlin

Junior High Principals
Milwaukie School District
Milwaukie, Oregon

(1) Discussion started on what Ickes Junior High now has to meet individual learner differences.

(2) What age levels and subject matter areas has I.I. been most effective?

(3) What other areas (besides achievement) is gained or lost by I.I.?

(4) Does I.I. turn problem students on or off?

(5) Description of techniques used to obtain I.I.

(6) What materials are available?

(7) What process does a "traditionally" trained teacher need to go through to become an effective I.I. teacher?

(8) What testing has been effective in evaluating I.I.?

(9) Is there any evidence of a relationship between I.I. and motivation?

(10) Does I.I. promote socialization?

(11) Be sure to tell us only about "real" programs - not paper ones.

Interview 3

Mary Rieke

School Board Member
Portland Public Schools
Portland, Oregon

Monday, September 23, 1968

(1) What other area other than basic skills are we able to individualize the instruction?

(2) Norm Hamilton is aware of individualized instruction in the Portland Public Schools.

(3) Total look: placement, counsel, instruction.

(4) Models are helpful after "homework".

(5) Process of getting to the individualized instruction program.

Interview 4

Warren Oliver
Don Marmeduke
John Pederson

School Board Members
Lake Oswego Schools
Lake Oswego, Oregon

Monday, September 23, 1968

(1) Type of children it will work with.

(2) What kind of teachers do you need to make it work?

(3) What kind of equipment?

(4) How many dollars?

(5) What kind of facilities?

(6) These members wait for a plan to come from the administration. (want details of plan)

(7) U.S.O.E. to influence administration and then administration bring essentials to the board.

(8) Case study in enough detail and in an objective manner:
    (a) What is required to make it a success?
    (b) What are other districts of our similar suburban situations doing?

(9) Boards to read about 25 pages.

(10) Avery - Superintendent of Wenecto School District outside of Chicago - equipment and individual instruction.

(11) Number one question:
What are you attempting to accomplish and why can't you accomplish this the way you are doing it now?

Interview 5

Scolastica Murty
Frank Werneken
Chuck Gildeker
Don Robertson
Mike Reilley

High School Teachers
Lake Oswego High School
Lake Oswego, Oregon

September 23, 1968

(1) What is available?

(2) Are they contained objectives?

(3) Measuring instruction to determine what student needs.

(4) Required learning.
Student wants to learn.

(5) Programmed learning - humanistic.

(6) Evidence as to "good" of programs.

(7) Cost?

(8) Instructional materials available.

(9) Can it be accomplished by grouping?

(10) What advantages to students?

(11) Do all students find advantages?

Interview 6

Wendell Austin

Thurston Elementary School Principal
Springfield Public Schools
Springfield, Oregon

Wednesday, September 25, 1968

(1) Process of moving staff from here to there.

(2) Implement from:
    (a) administrative level or
    (b) teacher staff

(3) What types of materials best facilitate traditional teachers to make the change over?

(4) Familiar with elementary programs in individual similar situations.

(5) Basic Text with individualized instruction from other sources.

(6) Inservice:
    How to accomplish.
    Materials.
    Do facilities really make a difference?
    (a) level (b) attitude (c) community
    With, why or why not?

(7) Evaluation - if and how well:
    (a) attitude feeling es-pre-de-corp
    (b) student achievement

(8) Report - pupil progress card - included.

Interview 7

Lora Webb
Gail Nicholson Mildred Holly
Richard Miller Don Ebbert

School Board Members
Eugene School District - Springfield School District
Eugene, Oregon Springfield, Oregon

Wednesday, September 25, 1968

(1) How general in curriculum?

(2) How much success?

(3) Programs allowing for academic growth staying within the peer group.

(4) Process of getting staff with you.
Process of getting community with you.

(5) Training of staff.

(6) Student-teacher ratio.

(7) Other than certified staff.

(8) Why do it?

(9) Problem of implementation.

(10) Curriculum fitting into state requirement.

(11) Eugene - brief description and show me.

(12) Tomorrow Schools Today - Paperback.

(13) Description from a problem solving basis.

(14) Definition of individualized instruction. What does each district think it is?

(15) All schools, all sizes, all areas of the country.

Interview 8

Ken Brinkerhoff, Principal
Evelyn Barker, Diet Curriculum
Teachers 1-3
    Rose Marie Jesperson
    Barbara Burelbach
    Bonnie Davis
    Shirley Flug
    Bertha Owen

Central School District
Independence, Oregon

Wednesday, September 25, 1968

(1) Types of organization, record keeping, and materials.

(2) Test devise - pupils feel about themselves.

(3) Child's own pace within a basic set of materials (pre-set goals)?

(4) How much of the day in individualized instruction?

(5) What happens to the child who is not self-directed?

(6) How much grouping used in individualized instruction?

(7) Student organization

(8) Programs in a normal setting.

(9) Sources to go for help:
    (a) people
    (b) library

(10) Mechanics so we can adapt.

(11) 1-3 Learn to read
    4- Read to learn

(12) Easier to individualize basic skills.

Interview 9

Robert Humphreys
Dr. McNeilly

School Board Members
Silverton Schools
Silverton, Oregon

Thursday, September 26, 1968

(1) Does it help as far as the youngsters are concerned?

(2) What does it cost?

(3) Teacher training requirements to make it work.

(4) What students benefit from individualized instruction?

(5) What students do not benefit from individualized instruction?

(6) What levels is individualized instruction being done?

(7) Do all students have a required course or anything?

(8) Certain level of proficiency in an area?

(9) Haven't you always tried to do this?

(10) What evidence do you have that you are able to do something for children which you could not do before?

(11) Are children from different grades grouped in individualized instruction?

(12) Model School: University of Hawaii

(13) Tools to sell to tax payer would help school boards.
In schools we must:
   (a) Find out exactly what is going on; subject matter areas, levels, materials, mechanics, how they are doing it, purposes, evidence, complete status report of what is there now.
   (b) How did it come about?
      (1) process
      (2) each levels perception of who started it
   (c) Problems encountered.

Interview 10

Tom Putnam, Principal
Phil Berg, Principal
Don Keiper, Principal
Lee Wilson, Principal
Hal Jole, Principal
Lefty Woodruff, Principal
Don Brand, Principal
Glen Hawkins, Assistant Superintendent

Bethel Administrative Council
Eugene, Oregon

Friday, September 27, 1968

(1) What is individualized instruction?

(2) Places individualized instruction has proven more effective.

(3) Research.

(4) Group paced better than individualized instruction.

(5) Can you have groups with individualized instruction?

(6) Subject areas and effect of individualized instruction.

(7) Characteristics of children working, but in individualized instruction.

(8) Mechanics of individualized instruction program.

(9) Socially how does an individualized instruction program effect?

(10) Can individualized instruction gain a commitment from the unmotivated child?

(11) What are the common elements of individualized instruction? (item analysis)

(12) Individualized instruction and motivation - what evidence to support it?

(13) Goals of a system using individualized instruction.

(14) Teacher who can and cannot use individualized instruction.

(15) Does individualized instruction foster:
    (a) creativity or
    (b) expanding knowledge

(16) Is competency at a level one of the goals?

(17) How to retrain staff at:
    (a) inservice
    (b) college campus

(18) Climate created - process of getting from here to there.

(19) Gains and losses of an individualized instruction program.

(20) Paper programs or real?

(21) Motivation from what level - administrations, school board or teachers?

Interview 11

Don Essig

Resource Teacher
Francis Willard Elementary
Eugene, Oregon

Friday, September 27, 1968

(1) Individual plan for sequence for the student:
    (a) supplies
    (b) cost
    (c) student-teacher ratio

(2) How is it being done within the normal constraints of the budget?

(3) Process from here to there.

(4) Characteristic of child that benefits.

(5) Commercial materials available.

(6) Implementation.

(7) Summer workshops on individualized instruction. Emphasis on adaptation of others to your situation.

(8) How does individualized instruction fit:
    (a) discipline problems
    (b) emotionally disturbed

APPENDICES A-3 and A-4

Appendix A-3 contains a copy of the questionnaire which was approved by the U.S.O.E. for use in obtaining data on the information relating to individualized instruction desired by the various target audiences.

Appendix A-4 contains a listing of the geographical areas, types of school districts and the specific school districts in which the questionnaires were administered.

APPENDIX A-3

WHAT WOULD YOU MOST LIKE TO KNOW ABOUT INDIVIDUALIZED INSTRUCTION?

(Your position) Check one:
___ School Board Member
___ School Administrator
___ Teacher

Definition:

The term individualized instruction is used to connote any procedure(s) employed to enable each learner to be confronted with unique learning experiences. It may be contrasted with instruction that is aimed at providing a common learning experience for a group or class. Uniqueness may be defined in terms of goals, instructional methods, pacing, method or time of evaluation, or any combination of these or other elements. The term does not rule out group activities, and does not connote isolation from teacher or classmates.

Instructions:

The sequence of numbers (0, 1, 2) in front of each question is for the purpose of rating the relative importance you feel an answer to the question would have for your purpose. If you believe an answer to the question would be very important to you and your school district in setting up or improving individualized instruction programs, circle the "2". If you feel it would be somewhat helpful, circle the "1". If you feel it would be of no value, circle the "0".

Questions relating to: Effects on Students

0 1 2 1. Is there evidence which indicates that individualized instruction provides advantages to some learners in some subjects?

0 1 2 2. What are the characteristics of students who benefit most from individualized instruction (and those for whom it is inappropriate)?

0 1 2 3. What does individualized instruction provide students that group instruction does not or cannot?

0 1 2 4. What other objectives (besides achievement) are gained or lost by individualizing, e.g., creativity, socialization, etc.?

Questions relating to: The Operation of Individualized Programs

0 1 2 5. What different techniques have been used to achieve individualized instruction, i.e., what are the mechanics of different programs?

0 1 2 6. What problems were encountered by districts, buildings or classrooms in implementing and maintaining an individualized program?

0 1 2 7. Where are there successful individualized programs that can be seen first-hand?

0 1 2 8. What are the limits of individualization, i.e., are there subjects or grade levels that are inappropriate for individualization?

0 1 2 9. How is individual testing, record keeping, and reporting to parents accomplished?

Questions relating to: Teachers

0 1 2 10. What are the characteristics of teachers who work well in an individualized program?

0 1 2 11. What new skills must a group oriented teacher learn before becoming effective in an individualized program?

0 1 2 12. How and where can teachers learn the skills to operate an individualized program?

Questions relating to: Costs

0 1 2 13. What is the student-teacher ratio in a typical individualized program?

0 1 2 14. What is the cost per pupil in a typical individualized program?

0 1 2 15. What additional costs are involved in initiating an individualized program, e.g., staff training, extra materials, facilities modifications, etc?

Questions relating to: Facilities and Equipment

0 1 2 16. Can individualized program be carried out successfully in conventional classrooms?

0 1 2 17. What are the ideal facilities to support individualized instruction?

0 1 2 18. What additional equipment is required to support individualized instruction?

Questions relating to: Materials

0 1 2 19. What additional materials, if any are needed to support a program of individualized instruction?

0 1 2 20. Where are such materials available, and how much do they cost?

0 1 2 21. What is required to adapt existing materials for an individualized program?

Questions relating to: Implementation

0 1 2 22. Where are we trying to go, and is individualization the way to get there?

0 1 2 23. Why have other districts or buildings decided to adopt an individualized program?

0 1 2 24. What were the processes a district, building, or group went through to adopt an individualized program?

0 1 2 25. How long does it take to transfer over to an individualized program?

0 1 2 26. How was the community convinced that individualization was a supportable program?

0 1 2 27. What are the roles of teachers, administrators, and school board members in implementing and maintaining an individualized program?

0 1 2 28. What activities and procedures should be available in implementing an individualized program?

0 1 2 29. Who can we get to help us with our own individualized program?

0 1 2 30. What has been the long term public reaction to individualized instructional programs?

If you have questions that have not been asked which you feel are important, would you please list them here.

. . . . one final question

What is your reaction to the following:
(Please select and respond to your own category)

A. School Board Members have told us that the best way for them to get answers to their questions would be to have "case studies" prepared telling the whole story in school districts which are comparable to their own. Such case studies should be prepared in both summary and detailed form. These people have also indicated that they would have a need for materials like films and pamphlets to describe individualized instruction to their constituents. Do you agree with this, or do you have a different idea? Would you please answer on the back of this sheet.

___

B. School Administrators have told us that the best way for them to get answers to their questions would be to have relatively short conferences (regional) with speakers, films in a group showing, with opportunities for questions, discussion, etc. There is so much to read that this kind of material just stacks up and doesn't get read. Do you agree with this or do you have a different idea? Would you please answer on the back of this sheet?

___

C. Teachers have told us that the best way for them to get answers to their questions is in an extended (maybe 6 week) summer session. The kind of information teachers need one can't get in a short, quick orientation. They need to become thoroughly familiar with new materials, methods, etc. Then they need time to adapt them to their own situation. Films could be used to familiarize teachers with new concepts, but they need to actually use the materials, role play, and work with the new procedures until they feel comfortable and confident in their use. Do you agree with this or do you have a different idea? Would you please answer on the back of this sheet.

___

APPENDIX A-4

RELEVANT INFORMATION SURVEY QUESTIONNAIRE

Administration Centers and Participating School Districts

Upper New York State

Dr. Don Ely
Syracuse University
Syracuse, New York

Central City - Syracuse Public Schools

Suburban - Liverpool Public Schools

Large Consolidated - Cortland Public Schools

Small Rural - Morovia Public Schools

Maryland

Dr. Desmond P. Wedburg
University of Maryland
College Park, Maryland

Central City - Baltimore Public Schools

Suburban - Montgomery County Public Schools, Rockville, Maryland

Large Consolidated - Prince George County Public Schools
Laurel, Maryland

Small Rural - Salisbury Public Schools

Mid - Texas

Mr. Kevin Moorse
University of Texas
Austin, Texas

Central City - San Antonio Independent School District

Suburban - Northeast San Antonic Independent School District

Large consolidated - Pharr-San Juan-Alamo Independent School District
Pharr, Texas

Small Rural - Marble Falls Public Schools

Southern California

Dr. James Finn
University of Southern California
Los Angeles, California

Central City - Oxnard City Elementary and High School Districts

Suburban - Inglewood Unified School District

Large consolidated - La Puente Unified High School District

Northwestern

James E. Buck
Teaching Research
Monmouth, Oregon

Large consolidated - Pullman, Washington

Small Rural - Florence, Oregon

All Interview participants - cross section of the four site distributions.

APPENDIX A-5

Part A - Is a listing of the mean response to each item on the questionnaire by each target audience (school board members, administrators, and teachers) and by school district type (central city, suburban, large consolidated school - rural setting and, small rural school). The significance of the score is explained in Chapter I.

Part B - Is a listing of the five (5) items considered of most concern by each target audience.

Part C - Is a ranking by each target audience of the relative importance of the seven (7) questionnaire sections.

Part D - Is an analysis of the rankings by each target audience of the relative importance of the seven (7) questionnaire sections by type of school district.

Part E - Is an analysis of the rankings by type of school district of the relative importance of the seven (7) questionnaire sections by each target audience.

APPENDIX A-5 PART A

INFORMATION SURVEY
Questionnaire Analysis
School Board Members

Mean Scores (perfect score = 2.00)

	Central City	Suburban	Large Consolidated	Small Rural	Summary
	N = 8	N = 9	N = 13	N = 7	N = 37
1.	1.3750	1.8889	1.5385	1.8571	1.6486
2.	2.0000	1.5556	1.3846	1.7143	1.6216
3.	1.7500	1.8889	1.7692	1.7143	1.7838
4.	1.2500	1.3333	1.6154	1.8571	1.5135
5.	1.3750	1.8889	1.6154	1.7143	1.6486
6.	1.2500	1.6667	1.6154	1.7143	1.5676
7.	1.5000	1.5556	1.8462	2.0000	1.7297
8.	1.5000	1.2222	1.7692	1.4286	1.5135
9.	1.6250	1.5556	1.4615	1.4286	1.5135
10.	1.6250	1.4444	1.6154	1.5714	1.5676
11.	1.3750	1.6667	1.8462	1.2857	1.5946
12.	1.5000	1.6667	1.8462	1.4286	1.6486
13.	1.6250	1.6667	1.5385	1.4286	1.5676
14.	1.6250	1.3333	1.3846	1.7143	1.4865
15.	1.6250	1.8889	1.6154	1.7143	1.7027
16.	1.6250	1.5556	1.6154	1.5714	1.5946
17.	1.1250	1.3333	1.6154	1.7143	1.4595
18.	1.5000	1.7778	1.6923	1.8571	1.7027
19.	1.6250	1.6667	1.3846	1.1429	1.4595
20.	1.3750	1.3333	1.3846	1.2857	1.3514
21.	1.3750	1.6667	1.4615	1.4286	1.4865
22.	1.6250	1.7778	1.8462	1.7143	1.7568
23.	.8750	1.3333	1.1538	1.1429	1.1351
24.	1.2500	1.5556	1.3846	1.1429	1.3514
25.	1.2500	1.4444	1.1538	1.4286	1.2973
26.	1.7500	1.1111	1.3846	1.2857	1.3784
27.	1.2500	1.7778	1.6154	1.7143	1.5946
28.	1.0000	1.6667	1.5385	1.5714	1.4595
29.	1.5000	1.5556	1.3846	1.8571	1.5405
30.	1.7500	1.4444	1.2308	1.7143	1.4865

INFORMATION SURVEY
Questionnaire Analysis
Administrators

Mean Scores (perfect score = 2.00)

	Central City	Suburban	Large Consolidated	Small Rural	Summary
	N = 33	N = 29	N = 28	N = 18	N = 108
1.	1.8485	1.6552	1.7857	1.6111	1.7407
2.	1.8182	1.8276	1.8214	1.7778	1.8148
3.	1.5152	1.5517	1.8214	1.6111	1.6204
4.	1.6667	1.5172	1.7500	1.5000	1.6204
5.	1.7576	1.9310	1.7857	1.7778	1.8148
6.	1.6364	1.8276	1.6429	1.5556	1.6759
7.	1.6364	1.6207	1.6786	1.7222	1.6574
8.	1.6364	1.5517	1.6429	1.6667	1.6204
9.	1.4848	1.4828	1.7143	1.5000	1.5463
10.	1.5758	1.7931	1.7857	1.6667	1.7037
11.	1.6667	1.9655	1.8214	1.7222	1.7963
12.	1.6364	1.8966	1.6429	1.6111	1.7037
13.	1.3333	1.3793	1.5000	1.5000	1.4167
14.	1.4242	1.3448	1.2500	1.5000	1.3704
15.	1.5758	1.5862	1.4643	1.6111	1.5556
16.	1.4545	1.6552	1.4643	1.5000	1.5185
17.	1.5152	1.7241	1.4643	1.3889	1.5370
18.	1.6061	1.6897	1.5000	1.6667	1.6111
19.	1.6667	1.7586	1.6786	1.7778	1.7130
20.	1.5758	1.4828	1.3929	1.6667	1.5185
21.	1.4848	1.7241	1.4643	1.7778	1.5926
22.	1.8485	1.7586	1.5000	1.6111	1.6944
23.	1.0909	1.1724	1.3214	1.2222	1.1944
24.	1.4848	1.4828	1.6071	1.5000	1.5185
25.	1.2121	1.2069	1.1786	1.3889	1.2315
26.	1.4848	1.4138	1.3214	1.3889	1.4074
27.	1.6970	1.5172	1.6786	1.7222	1.6481
28.	1.5455	1.5517	1.7143	1.7222	1.6204
29.	1.5455	1.6552	1.6429	1.5556	1.6019
30.	1.4242	1.2414	1.2500	1.6111	1.3611

INFORMATION SURVEY
Questionnaire Analysis
Teachers

Mean Scores (perfect score = 2.00)

	Central City	Suburban	Large Consolidated	Small Rural	Summary
	N = 53	N = 68	N = 66	N = 107	N = 294
1.	1.7736	1.6471	1.7424	1.6262	1.6837
2.	1.6604	1.6765	1.6667	1.6075	1.6463
3.	1.6415	1.6912	1.7424	1.5794	1.6531
4.	1.6792	1.6765	1.5758	1.5981	1.6259
5.	1.7358	1.8235	1.6364	1.7570	1.7415
6.	1.6415	1.7941	1.6516	1.5888	1.6599
7.	1.6415	1.6618	1.6061	1.6355	1.6361
8.	1.3208	1.4265	1.4545	1.4953	1.4388
9.	1.6415	1.4412	1.5606	1.5327	1.5374
10.	1.5660	1.6176	1.5303	1.4579	1.5306
11.	1.6415	1.7941	1.7121	1.7290	1.7245
12.	1.6226	1.7500	1.7121	1.5981	1.6633
13.	1.4151	1.5588	1.5758	1.5047	1.5170
14.	1.3774	1.3382	1.3485	1.4299	1.3810
15.	1.5283	1.4853	1.4091	1.4579	1.4660
16.	1.4906	1.5147	1.6061	1.6262	1.5714
17.	1.6226	1.6176	1.5303	1.5607	1.5782
18.	1.7170	1.7059	1.6970	1.6542	1.68[illegible]1
19.	1.6981	1.7353	1.7121	1.7477	1.72[illegible]9
20.	1.5472	1.5735	1.5303	1.4673	1.52[illegible]4
21.	1.6226	1.7353	1.6515	1.6262	1.65[illegible]5
22.	1.6415	1.8235	1.7424	1.6168	1.69[illegible]3
23.	1.1698	1.2941	1.1970	1.2430	1.23[illegible]3
24.	1.4151	1.4559	1.3485	1.4299	1.41[illegible]0
25.	1.1887	1.3971	1.2879	1.3645	1.33[illegible]1
26.	1.3585	1.4412	1.5303	1.5421	1.48[illegible]0
27.	1.6226	1.7500	1.6970	1.5981	1.67[illegible]9
28.	1.6604	1.6912	1.7273	1.6355	1.63[illegible]5
29.	1.6415	1.7500	1.6212	1.5047	1.61[illegible]2
30.	1.3585	1.3382	1.2727	1.3738	1.34[illegible]1

INFORMATION SURVEY
Questionnaire Analysis
Site Distribution Summary

Mean Scores (perfect score = 2.00)

	Central City	Suburban	Large Consolidated	Small Rural
	N = 94	N = 106	N = 107	N = 132
1.	1.7660	1.6698	1.7290	1.6364
2.	1.7447	1.7075	1.6729	1.6364
3.	1.6064	1.6698	1.7664	1.5909
4.	1.6383	1.6038	1.6262	1.5985
5.	1.7128	1.8585	1.6729	1.7576
6.	1.6064	1.7925	1.6449	1.5909
7.	1.6277	1.6415	1.6542	1.6667
8.	1.4468	1.4434	1.5421	1.5152
9.	1.5851	1.4623	1.5888	1.5227
10.	1.5745	1.6509	1.6075	1.4924
11.	1.6277	1.8302	1.7570	1.7045
12.	1.6170	1.7830	1.7103	1.5909
13.	1.4043	1.5189	1.5514	1.5000
14.	1.4149	1.3396	1.3271	1.4545
15.	1.5532	1.5472	1.4486	1.4924
16.	1.4894	1.5566	1.5701	1.6061
17.	1.5426	1.6226	1.5234	1.5455
18.	1.6596	1.7075	1.6449	1.6667
19.	1.6809	1.7358	1.6636	1.7197
20.	1.5426	1.5283	1.4766	1.4848
21.	1.5532	1.7264	1.5794	1.6364
22.	1.7128	1.8019	1.6916	1.6212
23.	1.1170	1.2642	1.2243	1.2348
24.	1.4255	1.4717	1.4206	1.4242
25.	1.2021	1.3491	1.2430	1.3712
26.	1.4362	1.4057	1.4579	1.5076
27.	1.6170	1.6887	1.6822	1.6212
28.	1.5638	1.6509	1.7009	1.6439
29.	1.5957	1.7075	1.5981	1.5303
30.	1.4149	1.3208	1.2617	1.4242

APPENDIX A-5 PART B

QUESTIONNAIRE ANALYSIS

Five Most Important Questions by Target Audience

Rank	Mean Score	Questionnaire Number & Question	
	School Board Members		
1.	1.78	3.	What does individualized instruction provide students that group instruction does not or cannot?
2.	1.75	22.	Where are we trying to go, and is individualization the way to get there?
3.	1.70	15.	What additional costs are involved in initiating an individualized program, e.g., staff training, extra materials, facilities modifications, etc?
3.	1.70	18.	What additional equipment is required to support individualized instruction?
5.	1.64	1.	Is there evidence which indicates that individualized instruction provides advantages to some learners in some subjects?
5.	1.64	5.	What different techniques have been used to achieve individualized instruction, i.e., what are the mechanics of different programs?
5.	1.64	12.	How and where can teachers learn the skills to operate an individulized program?
	Administrators		
1.	1.74	2.	What are the characteristics of students who benefit most from individualized instruction (and those for whom it is inappropriate)?
1.	1.81	5.	What different techniques have been used to achieve individualized instruction, i.e., what are the mechanics of different programs?
3.	1.79	11.	What new skills must a group oriented teacher learn before becoming effective in an individualized program?
4.	1.74	1.	Is there evidence which indicates that individualized instruction provides advantages to some learners in some subjects?
5.	1.71	19	What additional materials, if any are needed to support a program of individualized instruction?

Questionnaire Analysis Cont.

Rank	Mean Score	Questionnaire Number & Question	
	Teachers		
1.	1.74	5.	What different techniques have been used to achieve individualized instruction, i.e., what are the mechanics of different programs?
2.	1.72	11.	What new skills must a group oriented teacher learn before becoming effective in an individualized program?
2.	1.72	19.	What additional materials, if any are needed to support a program of individualized instruction?
4.	1.69	22.	Where are we trying to go, and is individualization the way to get there?
5.	1.68	1.	Is there evidence which indicates that individualized instruction provides advantages to some learners is some subjects?
5.	1.68	18.	What additional equipment is required to support individualized instruction?
	Central City		
1.	1.76	1.	Is there evidence which indicates that individualized instruction provides advantages to some learners is some subjects?
2.	1.74	2.	What are the characteristics of students who benefit most from individualized instruction (and those for whom it is inappropriate)?
3.	1.71	5.	What different techniques have been used to achieve individualized instruction, i.e., what are the mechanics of different programs?
3.	1.71	22.	Where are we trying to go, and is individualization the way to get there?
5.	1.68	19.	What additional materials, if any are needed to support a program of individualized instruction?

Questionnaire Analysis Cont.

Rank	Mean Score	Questionnaire Number & Question	
	Suburban		
1.	1.83	11.	What new skills must a group oriented teacher learn before becoming effective in an individualized program?
2.	1.80	22.	Where are we trying to go, and is individualization the way to get there?
3.	1.79	6.	What problems were encountered by districts, buildings or classrooms in implementing and maintaining an individualized program?
4.	1.78	12.	How and where can teachers learn the skills to operate an individualized program?
5.	1.73	19.	What additional materials, if any are needed to support a program of individualized instruction?
	Large Consolidated		
1.	1.76	3.	What does individualized instruction provide students that group instruction does not or cannot?
2.	1.75	11.	What new skills must a group oriented teacher learn before becoming effective in an individualized program?
3.	1.72	1.	Is there evidence which indicates that individualized instruction provides advantages to some learners in some subjects?
4.	1.71	12	How and where can teachers learn the skills to operate an individualized program?
5.	1.69	22.	Where are we trying to go, and is individualization the way to get there?

Questionnaire Analysis Cont.

Rank	Mean Score	Questionnaire Number & Question	
	Small Rural		
1.	1.75	5.	What different techniques have been used to achieve individualized instruction, i.e., what are the mechanics of different programs?
2.	1.71	19.	What additional materials, if any are needed to support a program of individualized instruction?
3.	1.70	11.	What new skills must a group oriented teacher learn before becoming effective in an individualized program?
4.	1.66	7.	Where are there successful individualized programs that can be seen first-hand?
4.	1.66	18.	What additional equipment is required to support individualized instruction?

Five Questions Summary

These five questions occured in five (5) of the seven (7) areas as listed in Part B. This leads us to assume these five (5) questions are considered by the target audience to be most significant.

1. Is there evidence which indicates that individualized instruction provides advantages to some learners in some subjects?

5. What different techniques have been used to achieve individualized instruction i.e., what are the mechanics of different programs?

11. What new skills must a group oriented teacher learn before becoming effective in an individualized program?

19. What additional materials, if any are needed to support a program of individualized instruction?

22. Where are we trying to go, and is individualization the way to get there?

APPENDIX A-5 PART C

Part C - Ratings for Questionnaire Areas by Target Audience - Group Summary

School Board Members

Ranking

1. Effect on Students
2. Teachers
3. Cost
3. Facilities and Equipment
5. Operation of Individualized Program
6. Implementation
7. Materials

Administrators

1. Teachers
2. Effect on Students
3. Operation of Individualized Program
4. Materials
5. Facilities and Equipment
6. Implementation
7. Costs

Teachers

1. Effect on Students
2. Teachers
3. Materials
4. Facilities and Equipment
5. Operation of Individualized Program
6. Implementation
7. Costs

Central City

1. Effect on Students
2. Teachers
3. Operation of Individualized Program
3. Materials
5. Facilities and Equipment
6. Implementation
7. Cost

Large Consolidated

1. Effect on Students
1. Teachers
3. Operation of Individualized Program
4. Facilities and Equipment
5. Materials
6. Implementation
7. Cost

Suburban

1. Teachers
2. Effect on Students
2. Materials
4. Operation of Individualized Program
5. Facilities and Equipment
6. Implementation
7. Cost

Small Rural

1. Materials
2. Effect on Students
2. Operation of Individualized Program
4. Facilities and Equipment
5. Teachers
6. Cost
7. Implementation

APPENDIX A-5 PART D

Ratings for Questionnaire Areas

School Board Members

	Central City	Suburban	Large Consolidated	Small Rural
Effect on Students	2	1	4	1
Operation of Individualized Program	4	4	2	3
Teacher	3	3	1	6
Cost	1	2	5	4
Facilities and Equipment	6	7	3	2
Materials	4	5	7	7
Implementation	7	6	6	5

Administrators

	Central City	Suburban	Large Consolidated	Small Rural
Effect on Students	1	5	1	4
Operation of Individualized Program	2	2	3	3
Teacher	2	1	2	2
Cost	7	7	7	5
Facilities and Equipment	5	2	5	7
Materials	4	4	4	1
Implementation	6	6	6	6

Teachers

	Central City	Suburban	Large Consolidated	Small Rural
Effect on Students	1	3	1	3
Operation of Individualized Program	5	4	5	3
Teacher	3	1	2	3
Cost	7	7	7	7
Facilities and Equipment	3	5	4	1
Materials	2	2	3	1
Implementation	6	6	6	6

APPENDIX A-5 PART E

Ratings for Questionnaire

Central City

	School Board	Administrators	Teachers
Effect on Students	2	5	1
Operation of Individualized Program	4	2	5
Teacher	3	1	3
Costs	1	7	7
Facilities and Equipment	6	2	3
Materials	4	4	2
Implementation	7	6	6

Suburban

	School Board	Administrators	Teachers
Effect on Students	1	5	3
Operation of Individualized Program	4	2	4
Teacher	3	1	1
Costs	2	7	7
Facilities and Equipment	7	2	5
Materials	5	4	2
Implementation	6	6	6

Large Consolidated

	School Board	Administrators	Teachers
Effect on Students	4	1	1
Operation of Individualized Program	2	3	5
Teacher	1	2	2
Costs	5	7	7
Facilities and Equipment	3	5	4
Materials	7	4	3
Implementation	6	6	6

Small Rural

	School Board	Administrators	Teachers
Effect on Students	1	4	3
Operation of Individualized Program	3	3	3
Teacher	6	2	3
Costs	4	5	7
Facilities and Equipment	2	7	1
Materials	7	1	1
Implementation	5	6	6

APPENDIX B-1

Part A - Is a copy of the letter requesting the name of the person in each agency contacted most knowledgeable of programs on individualized instruction.

Part B - Is a list of all persons to whom the letter was sent.

Note: The list of addresses was obtained from, and the letter itself was sent by Dr. Allen Lee from the Teaching Research Staff. Dr. Lee has had many years of experience and is well known to the Chief State School Officers. His contribution is gratefully acknowledged.

APPENDIX B-1 PART A

Hon. Ernest Stone
Superintendent of Education
State Department of Education
Montgomery, Alabama 36104

Dear Superintendent Stone:

The U. S. Office of Education is undertaking a major effort to disseminate what is currently going on in individualized instruction. The Teaching Research Division of the Oregon State System of Higher Education has been selected to conduct this survey. We feel that it is of such importance that our Director, Dr. Jack V. Edling, will be making a data collection visit to thirty selected schools late this fall.

We are asking the assistance of you or one of your staff members in the identification of schools in your locale with individualized instruction programs in grades K-12. Mr. Jim Buck of our staff will be in communication with you or your staff selection in the near future.

Would you please fill out the enclosed card and return it to the Teaching Research Division? Thank you.

Sincerely,

Allen Lee
Research Professor

AL:bl

Enclosure

APPENDIX B-1 PART B

Chief State School Officers

Hon. Ernest Stone
Superintendent of Education
State Department of Education
Montgomery, Alabama 36104

Hon. Clifford R. Hartman
Commissioner of Education
State Department of Education
Juneau, Alaska 99801

Hon. Sarah Folsom
Superintendent of Public Instruction
State Department of Public Instruction
Phoenix, Arizona 85007

Hon. A. W. Ford
Commissioner of Education
State Department of Education
Little Rock, Arkansas 72201

Hon. Max Rafferty
Superintendent of Public Instruction
and Director of Education
State Department of Education
Sacramento, California 95814

Hon. F. A. Castles
Superintendent of Schools
Division of Schools
Balboa Heights, Canal Zone

Hon. Byron W. Hansford
Commissioner of Education
State Department of Education
Denver, Colorado 80203

Hon. William J. Sanders
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State Department of Education
P. O. Box 2219
Hartford, Connecticut 06115

Hon. Floyd T. Christian
Superintendent of Public Instruction
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Tallahassee, Florida 32304

Hon. Jack P. Nix
Superintendent of Schools
State Department of Education
Atlanta, Georgia 30334

Hon. L. P. Martin
Director of Education
Department of Education
Government of Guam
Agana, Guam 96910

Hon. Ralph H. Kiyosaki
Superintendent of Education
State Department of Education
Honolulu, Hawaii 96804

Hon. D. F. Engelking
Superintendent of Public Instruction and
Executive Secretary, State Board of
Education
State Department of Education
Boise, Idaho 83702

Hon. Ray Page
Superintendent of Public Instruction
Office of the Supt. of Public Instruction
302 State Office Building
Springfield, Illinois 62706

Hon. Richard D. Wells
Superintendent of Public Instruction
State Department of Public Instruction
Indianapolis, Indiana 46204

Hon. Paul F. Johnston
Superintendent of Public Instruction
State Department of Public Instruction
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Hon. Murle M. Hayden
Superintendent of Public Instruction
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Hon. Wendell Butler
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State Department of Education
Frankfort, Kentucky 40601

Hon. William J. Dodd
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Baton Rouge, Louisiana 70804

Hon. William T. Logan, Jr.
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State Department of Education
Augusta, Maine 04330

Hon. James A. Sensebaugh
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State Department of Education
Baltimore, Maryland 21201

Hon. Owen B. Kiernan
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Boston, Massachusetts 02111

Hon. Ira Polley
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Lansing, Michigan 48902

Hon. Duane J. Mattheis
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State Department of Education
St. Paul, Minnesota 55101

Hon. Garvin Johnston
Superintendent of Public Instruction
State Department of Education
Jackson, Mississippi 39205

Hon. Hubert Wheeler
Commissioner of Education
State Department of Education
Jefferson City, Missouri 65101

Hon. Harriet Miller
Superintendent of Public Instruction
Executive Officer, Vocational Education
State Department of Public Instruction
Helena, Montana 59601

Hon. Floyd A. Miller
Commissioner of Education
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Lincoln, Nebraska 68509

Hon. Burnell Larson
Superintendent of Public Instruction
State Exec. Officer for Voc. Education
and Vocational Rehabilitation
State Department of Education
Carson City, Nevada 89701

Hon. Paul E. Farnum
Commissioner of Education
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Concord, New Hampshire 03301

Hon. Carl L. Marburger
Commissioner of Education
State Department of Education
Trenton, New Jersey 09625

Hon. Leonard J. De Layo
Superintendent of Public Instruction
Exec. Officer, State Board of Voc.
Education
State Department of Education
Santa Fe, New Mexico 87501

Hon. James E. Allen, Jr.
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Albany, New York 12224

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Superintendent of Public Instruction
State Board of Education
Department of Public Instruction
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Hon. M. F. Peterson
Superintendent of Public Instruction
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Hon. Martin W. Essex
Superintendent of Public Instruction
State Department of Education
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Hon. E. H. McDonald
Deputy Superintendent of Public Instruction
State Department of Education
Oklahoma City, Oklahoma 73105

Hon. Dale Parnell
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Harrisburg, Pennsylvania 17126

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Hon. Cyril B. Busbee
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Acting Superintendent of Public Instruction
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Pierre, South Dakota 57501

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Hon. T. H. Bell
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Office of the Supt. of Public Instruction
Salt Lake City, Utah 84111

Hon. Daniel G. O'Connor
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State Department of Education
Montpelier, Vermont 05602

Hon. Woodrow W. Wilkerson
Superintendent of Public Instruction
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Hon. Louis Bruno
Superintendent of Public Instruction
Office of State Superintendent of
Public Instruction and State
Board of Education
Olympia, Washington 98501

Hon. Rex M. Smith
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Charleston, West Virginia 25305

Hon. William C. Kahl,
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State Department of Public Instruction
148 N. State Capitol
Madison, Wisconsin 53702

Hon. Harry Roberts
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Dr. Robert A. Dentler, Director
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105 Madison Avenue
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Dr. Arthur Singer, President
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55 Chapel Street
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104 East Independence Avenue
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400 Lindsay Building
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121 South Broad Street
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Dr. Everett H. Hopkins, President
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411 West Chapel Hill Street
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Rocky Mountain Educational Laboratory
1620 Reservoir Road
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South Central Regional Educational
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408 National Old Line Building
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Southeastern Educational Laboratory
3450 International Boulevard, Suite 211
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117 Richmond Drive, N. E.
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Auburn, Alabama 36830

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Dr. Joe T. Clark
Dean of Instruction
Henderson State Teachers College
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Berkeley Campus
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Dr. John Goodlad
School of Education
University of California at L. A.
Los Angeles, California 90007

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Lincoln, Nebraska 68508

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Education and Psychology
Eastern New Mexico University
Portales, New Mexico 88130

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Syracuse, New York 13201

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Houston, Texas 77004

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Director of Research
Brigham Young University
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Salt Lake City, Utah

Dr. Ralph Cherry, Dean
School of Education
University of Virginia
Charlottesville, Virginia 22903

Dr. Fred Giles, Dean
School of Education
University of Washington
Seattle, Washington 98105

Dr. Donald J. McCarty, Dean
School of Education
University of Wisconsin
Madison Campus
Madison, Wisconsin 53706

Foundations and Educational Organizations

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Southern Education Foundation, Inc.
811 Cypress Street N. E.
Atlanta, Georgia 30308

Foundation for Character Education
c/o Herbert M. Agoos
209 South Street
Boston, Massachusetts 02111

Emory W. Morris, President
Kellogg Foundation
400 North Avenue
Battle Creek, Michigan 49016

Lloyd N. Morrisett, Vice President
Carnegie Corporation of New York
589 Fifth Avenue
New York, New York 10017

Morris Green, President
Felt Foundation, Inc.
362 Fifth Avenue
New York, New York 10001

Ford Foundation
c/o Marvin J. Feldmen
477 Madison Avenue
New York, New York 10022

Arthur S. Holden, Jr., President
Jennings Foundation
1100 National City Bank Building
Cleveland, Ohio 44114

Dr. John Bahner
I.D.E.A.
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Dayton, Ohio 45429

Mr. Beverly V. Thompson, Jr.
The Texas Educational Association
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Office of Education and N.E.A.

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Bureau of Elementary and Secondary Education
Office of Education
Department of Health, Education and Welfare
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Dr. Norman J. Boyan
Acting Associate Commissioner
Bureau of Research
Office of Education
Department of Health, Education and Welfare
400 Maryland Avenue
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Mr. David S. Bushnell
Division of Comprehensive and Vocational
Education Research
Bureau of Research
Office of Education
Department of Health, Education and Welfare
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Mr. Glenn C. Boerrigter
Organization and Studies Branch
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Virginia H. Stephenson, Chief
Education Research Service
Research Division
National Educational Association
1201 Sixteenth Street N. W.
Washington, D. C. 20036

Dr. Ole Sand, Director
Center for the Study of Instruction
National Education Association
1201 Sixteenth Street N. W.
Washington, D. C. 20036

APPENDIX B-2

Part A - Is a copy of the letter requesting names, addresses and person responsible for each on-going I.I. program with which the addressee was familiar.

Part B - Is a list of all persons to whom the letter was sent.

APPENDIX B-2 PART A

Dr. Wayne Teague
Coordinator Field Services
Auburn University
Auburn, Alabama

Dear Dr. Teague:

Hon. Garvin Johnston has recommended you to the Teaching Research Division, Oregon State System of Higher Education, to assist in a survey we are conducting in the area of individualized instruction. We appreciate your willingness to contribute your knowledge of the individualized instruction programs in Grades K-12 in your locale.

We define individualized instruction as a program of instruction where each student can proceed at his own individually determined pace through a program planned to meet previously determined goals. These programs can range from the very complex modular-flexible programming set up by computers to the much easier to organize individualized reading programs found in some elementary schools.

This survey was contracted to Teaching Research by the U.S. Office of Education to find out just what is going on in individualized instruction. We are interested in locating as wide a variety of individualized instruction as possible.

You can be most helpful to this survey by sending us the school name and location of the individualized instruction programs, as well as the teacher or administrator responsible for the program. We will contact these people for further information about their program.

If you could denote the time you spent identifying the programs it would be very much appreciated. Without your cooperation this project would be impossible. We hope at some future date we will be able to return your favor.

Sincerely,

James E. Buck
Project Coordinator

JEB:kp
Enclosure

APPENDIX B-2 PART B

RESOURCE PEOPLE FOR IDENTIFICATION OF INDIVIDUALIZED INSTRUCTION PROGRAMS

Dr. Wayne Teague
Coordinator of Field Services
Auburn University
Auburn, Alabama

Dr. William R. Marsh
Director, Instructional Services
State Dept. of Education
Juneau, Alaska

Dr. Curtis Garner
Chairman, Director of Education
Henderson State Teachers College
Arkadelphia, Arkansas

Dr. Floyd Delon
Associate Executive Director
South Central Regional
Educational Laboratory Corp.
Little Rock, Arkansas

Dr. Warren Kallenback
Projector Director
Far West Laboratory for
Ed. Research and Development
Berkeley, California

Dr. Robert Baker
Southwest Regional Lab. for
Ed. Research and Development
Inglewood, California

Dr. Robert E. Keuscher
Coordinator, League of
Cooperating Schools
I/D/E/A/, Inc.
1100 Glendon Ave. Suite 950
Los Angeles, California 90024

Dr. Thomas J. Quirk
American Inst. for Research
Palo Alto, California

Keith Martin, Consultant
State Dept. of Education
Sacramento, California

Dr. Myrle Hemenway
Asst. Professor of Education
University of Colorado
Boulder, Colorado

Dr. Russell B. Vlaanderen, Director
Research and Development
State Dept. of Education
Denver, Colorado

Dr. Bruce Broderius
Associate Dean
School of Education
Colorado State College
Greeley, Colorado

Dr. Dean Talagan
Assist. for Communications
Rocky Mountain Ed. Lab.
Greeley, Colorado

Frederick D. Boyer, Director
ESEA Title I and III
State Dept. of Public Instruction
Dover, Delaware

William M. Alexander, Director
Institute for Curr. Improvement
University of Florida
Gainesville, Florida

Tom Culton
Curriculum Consultant
State Dept. of Education
Tallahassee, Florida

Dr. Claude Ivie, Director
Division of Curriculum
State Department of Education
Atlanta, Georgia

Dr. John Crittenden
Field Representative
Southeastern Ed. Laboratory
Hapeville, Georgia

George Kageluio, Director
Secondary Education
State Dept. of Education
Honolulu, Hawaii

Reid Bishop
Deputy State Supt.
State Dept. of Education
Boise, Idaho

Dr. LeRoy Jensen
Asst. Supt. - Instruction
State Dept. of Public Instruction
Springfield, Illinois

Patrick T. Walsh
Program Associate
Coop. Ed. Research Laboratory
Northfield, Illinois

Dr. Donald Manlove, Director
Division of Inst. and Curriculum
School of Education
University of Indiana
Bloomington, Indiana

Harold Neglex
Director of Curriculum
State Dept. of Public Instruction
Indianapolis, Indiana

Dr. A. J. Moore, Head
Curriculum and Inst. Area
College of Education
Kansas State University
Manhattan, Kansas

Cleo C. Rice
Director of Curriculum
State Dept. of Public Instruction
Topeka, Kansas

Wilber Smith
Instructional Services
State Department of Education
Frankfort, Kentucky

Robert A. Watson, Director
Curriculum Innovation
State Dept. of Education
Boston, Massachusetts

Mrs. Mildred Sowers
Asst. Director for
Curriculum Development
State Dept. of Education
Baltimore, Maryland

L. Morris McClure
Assoc. Dean
University of Maryland
College Park, Maryland

Dr. Delino Della-Dora
Divisional Director,
Placement and Development
Mich. - Ohio Reg. Ed. Laboratory
Detroit, Michigan

Dr. Leon Waskin
Deputy Assoc. Supt.
State Dept. of Public Instruction
Lansing, Michigan

Robert Wininger
Program Coordinator
Upper Midwest Reg. Ed. Lab.
Minneapolis, Minnesota

Miss Ruth Hanson
Student Teaching Supervisor
Moorhead State College
Moorhead, Minnesota

Mr. Donald Clauson
Director of Curriculum
State Department of Education
St. Paul, Minnesota

Raymond Roberts
Director of Curriculum
State Dept. of Education
Jefferson City, Missouri

Joseph Barrett
Project Coordinator
Central Midwestern Reg. Ed. Lab.
St. Ann, Missouri

Kermit Cole
Elementary Supervisor
State Department of Public Instruction
Helena, Montana 59601

Dr. Leonard Skov, Chairman
Division of Education and Psychology
Kearney State College
Kearney, Nebraska

W. C. Meierhenry
Professor of Education
University of Nebraska
Lincoln, Nebraska

Royal Henline
State Dept. of Education
Lincoln, Nebraska

Robert Best
Assoc. Supt. Instruction
State Dept. of Education
Carson City, Nevada

Roy H. Wagner
Assist. in Sec. Education
State Dept. of Education
Trenton, New Jersey

Dr. A. A. Valencia
Research Associate
Albuquerque, New Mexico

Ralph Drake, Director
Elementary Education
State Dept. of Education
Santa Fe, New Mexico

Stanley R. Lisser
Program Coordinator
Center for Urban Education
New York, New York

Mrs. Barbara Finberg
Executive Associate
Carnegie Corporation of New York
New York, New York

Kenneth N. Fishell, Assoc. Dir.
Center for Instruction Communication
University of Syracuse
Syracuse, New York

Dr. Robert F. Bickel
Director IPOI Program
Eastern Regional Institute for Education
Syracuse, New York

Bernard Haake
Asst. Comm.
State Dept. of Education
Albany, New York

Roger A. Schurrer, Asst. Dir.
Division of General Education
State Dept. of Education
Raleigh, North Carolina

Dr. Ann Grooms
Division of Innovative Programs
I/D/E/A/
Dayton, Ohio

Miss Virginia M. Lloyd, Chief
Elementary Education Section
State Dept. of Education
Columbus, Ohio

J. D. Giddens, Director
Division of Instruction
State Dept. of Education
Oklahoma City, Oklahoma

Dr. Bill Ward
Director of Development
Northwest Reg. Ed. Lab.
Portland, Oregon

A. E. Haddock
Director Elementary Education &
Title I ESEA
State Department of Education
Salem, Oregon 97310

Kennard L. Bowman
Curriculum Development
State Dept. of Public Instruction
Harrisburg, Pennsylvania

Dr. William Moore, Chairman
Department of Education
Bucknell University
Lewisburg, Pennsylvania

Dr. Robert G. Scanlon
Director - Instructional Systems
Position
Research for Better Schools, Inc.
Philadelphia, Pennsylvania

Joel Taylor
Chief Elementary Supervisor Position
State Department of Education
Columbia, South Carolina 29201

L. F. Balsiger
Asst. Supt. Ed. Services
State Dept. of Public Instruction
Pierre, South Dakota

Tom Kelley, Director
Program Development
Nashville, Tennessee

Robert S. Randall
Assoc. Director
Planning and Evaluation Div.
Southwest Ed. Development Corp.
Austin, Texas

Dr. Loye Hollis, Dept. Chairman
Curriculum and Instruction
University of Houston
Houston, Texas

Dr. Glen Ovard, Coordinator
Ed. Experimental Programs
Brigham Young University
Provo, Utah

Edwin A. Read
Asst. Dean
School of Education
University of Utah
Salt Lake City, Utah

Mary MacDougall
Associate Professor
School of Education
Div. Educational Research
University of Virginia
Charlottesville, Virginia

W. Harold Ford
Fairfax County Public Schools
Fairfax, Virginia

Charles E. Clear
Director of Research
State Department of Education
Richmond, Virginia 23216

Dr. Homer Boroughs, Jr.
Asst. Dean
School of Education
University of Washington
Seattle, Washington

Doris M. Cook
Program Consultant,
Center for Research and Program Dev.
State Dept. of Public Instruction
Madison, Wisconsin

James Walter
Research and Development Center
for Cognitive Learning
University of Wisconsin
Madison, Wisconsin

James Headlee
Chief of Instructional Services
State Department of Education
Cheyenne, Wyoming 82001

Fred Husmann, Program Assoc.
Center for the Study of Instruction
Washington, D. C.

Sidney High, Acting Branch Chief
Div. of Comp. and Vocational Research
U.S.O.E.
Washington, D. C.

Loyd Johnson
U.S.O.E.
Washington, D. C.

Frank Schmidtlein
Program Associate
U.S.O.E.
Washington, D. C.

APPENDIX B-3

Part A - Is a copy of the letter sent to request descriptive information on specific programs.

Part B - Is a copy of the form used to obtain the specific descriptive information desired.

APPENDIX B-3 PART A

Dr. Melvin Barnes, Supt.
Portland Public Schools
631 N.E. Clackamas Street
Portland, Oregon 97208

Dear Dr. Barnes:

Your school system has been recommended to the Teaching Research Division by Dr. Bill Ward of the N.W. Regional Laboratory as having several on-going programs of individualized instruction. The Teaching Research Division is under contract to the U. S. Office of Education to find out what is going on in individualized instruction.

We are very interested in identifying the schools within your district with on-going programs of individualized instruction. If you would send us a list of these schools we will contact them for a thumbnail sketch of what they are doing.

Thank you for your time and effort.

Sincerely,

James E. Buck
Project Coordinator

JEB:kp

Enclosures

Mr. Arthur Wong
Hokulani
1903 Palolo Ave.
Honolulu, Hawaii 96816

Dear Mr. Wong:

Mr. George Kagehiro of the Hawaii Department of Education has recommended to us your inclusion in our nationwide individualized instruction study. The Teaching Research Division of the Oregon State System of Higher Education is under contract to the U. S. Office of Education to complete an interpretive study of on-going individualized instruction programs.

We would appreciate it very much if you would complete the enclosed questionnaire and return it to us with any additional comments or materials that you may wish to include.

Thank you very much.

Sincerely,

James E. Buck
Project Coordinator

JEB:bl
Enclosure

APPENDIX B-3 PART B

NAME ______________________

SCHOOL ____________________

INDIVIDUALIZED INSTRUCTION SURVEY
QUESTIONNAIRE

1) At what grade levels and in what subject matter areas is your individualized instruction program?

2) Who selects the goals that the student is working toward?

The student ______________ A test ______________
The teacher ______________ A computer ______________
The student and teacher ____________

3) Who plans the program to reach the selected goals?

The student ______________ Programs are previously planned __________
The teacher ______________ The student and teacher ______________
A computer ______________ Other ______________________________

4) Who keeps track of the students time and progress?

TIME The student __________ PROGRESS The student ______________
The teacher __________ The teacher ______________
A computer __________ A computer ______________
Other ______________ Other ______________________

5) Who makes the evaluation of the student's progress on the planned program toward the selected goals?

The student ______________ Student and teacher ______________________
The teacher ______________ A prepared test __________________________
Other ______________________________

6) What type of organizational pattern does your individualized instruction program fit into if it does at all?

ungraded ____________ independent study _______ tutorial ______________
team teaching ________ continuous growth _______ other ________________
modular scheduling ___ self-instruction ________ ______________________

7) Have you any research about student growth in your individualized instruction program?

Yes _____ No _____

8) Often a questionnaire doesn't ask for some of the information you would like to communicate. Please use the rest of this to fill us in on the material you feel we need to know about your program of individualized instruction.

APPENDIX B-4

Part A - Is a list of all programs identified as implementing some form of individualized instruction.

Part B - Is a selected list of schools considered worthy of visitation because they are "close to home", and would not entail a large expenditure by local school districts to get some information on an I.I. program.

Note: Three (3) state departments neither responded nor were named by others as having I.I. programs (Louisiana, Wyoming and Vermont). One (1) state responded by stating it had no knowledge of any I.I. programs (Montana).

APPENDIX B-4 PART A

District, Schools, and Programs Identified

ALABAMA

Anniston City Board of Education
Anniston, Alabama 36201
K-4
James E. Owen, Asst. Superintendent

Theodore High School
Theodore, Alabama 36582
Ernest A. Smith, Principal

Charles Henderson High School
Troy, Alabama
O.W. Dotson

ALASKA

Glenallen School
Glenallen, Alaska 99588
Mr. L.S. Wright
Superintendent of Schools

Hoonah City School District
P.O. Box 8
Hoonah, Alaska 99829
Mr. Donald L. MacKinnon
Superintendent of Schools

Bristol Bay Borough Schools
P.O. Box 527
Naknek, Alaska 99633
Mr. Daniel G. Turner
Superintendent of Schools

ARIZONA

G.S. Skiff School Elementary
1430 South 18 Street
Phoenix, Arizona
Jack Null

Erickson Elementary
Tucson, Arizona
2-6 Reading
6th Math
1-6 S.S., Science
Mary Belle McCorkle

Harelson School Elementary
826 West Chapala Drive
Tucson, Arizona 85704
Don Scott, Principal

Lulu Elementary
Tucson, Arizona
All Areas
Mr. Nelson, Principal

Sahuaro High School
Tucson, Arizona

ARKANSAS

Henderson Junior High School
401 John Barrow Road
Little Rock, Arkansas
Eugene Keeton, Principal

CALIFORNIA

Brookhurst Junior High School
Anaheim, California

Bolder Creek Elementary
Bolder Creek, California
I.P.I. Program

Borrego Springs Elementary and High School
Borrego Springs, California 92004
Jack J. Jones, Superintendent

Boulder Creek Elementary School
Lomond and Laurel Streets
P.O. Box 806
Boulder Creek, California 95006

Capitola Elementary
Capitola, California
Mr. Hartley Greene, Principal

Reed Union School District
50 EL Camino Drive
Corte Madera, California 94925
John C. Fitch

Cupertino School District
10300 Vista Drive
Cupertino, California
Dr. William Fisher, Supt.

Monte Vista High School
3131 Stone Valley Road
Danville, California 94526
Raymond J. Roberts, Principal

Arthur D. Nieblas Elementary
Fountain Valley, California
Mike Brick, Asst. Superintendent

Fremont Unified School District
Fremont, California
1,2,3,4,5,6,9,10,11
Eng., S.S., Science
Dr. William J. Bolt, Superintendent

John F. Kennedy High School
39999 Blacow Road
Fremont, California
Ellis H. Mertins, Principal

Garden Grove School District
6202 Cerulean Street
Garden Grove, California 92641
Mr. Hilton D. Bell, Supt.

Dr. Erwood G. Edgar Elementary
School
Garden Grove, California
K-5 Reading, Math, S.S., L.A.
J. Prescott Jones, Principal

Fountain Valley School District
Huntington Beach, California
Total District
Mike Brick, Assistant Superintendent

Oak Street Elementary School
633 South Oak Street
Inglewood, California 90301
Mrs. Frances Worthington, Principal

Wolf Grade Elementary
Kentfield, California 91904
Gene L. Hendsch, Principal

Stephen Foster Elementary School
5223 East Bigelow Street
Lakewood, California 90712
Mr. Gerard Cook, Principal

Loma Vista Elementary School
Mountain View, Boulevard
Vandenberg A.F.B.
Lompoc, California 93437
Mr. Maynard Strong, Principal

Marion Anderson School
1623 East 118 Street
Los Angeles, California 90059
Thurman C. Johnson

Old Mill Elementary School
Mill Valley, California 94941
David W. Erskine, Principal

Strawberry Point Elementary School
Mill Valley, California 94941
Don Klein and Judy Stratten, Teachers

Foothill School
P.O. Box 1231
Monterey, California
Mr. Thomas Bridges

Banyan School
1120 Knollwood Drive
Newbury Park, California 91320
Arthur N. Thayer

Laguna Salada Union School District
P.O. Box 1005
Pacifica, California 94044
James Brien

David Avenue School
104 David Avenue
Pacific Grove, California
Mrs. Hazel Allemand, Principal

Brentwood School Elementary
2086 Clark
Palo Alto, California 94303

Walter Hays School Elementary
1525 Middlefield Road
Palo Alto, California
Dwain McLeary, Principal

Poway High School
Poway, California
All
Dan M. Thompson, Principal

Capuchino High School
1501 Magnolia Drive
San Bruno, California 94066
Mr. Don O. Dake

Chesterton Elementary School
7335 Wheatley Street
San Diego, California 92111
Mr. Lawrence S. Gritz, Principal

Aragon High School
900 Alameda de Las Pulgas
San Mateo, California 94402
Mr. Lawrence Hyink

Capuchino High School
San Mateo Union High School District
9, Reading, Listening and Study Skills
Don Drake, Instructor

Hillsdale High School
31st and Del Monte Avenue
San Mateo, California 94403
Mr. Howard Van Dyk

San Mateo High School
Grades 11 and 12, Office Procedures
James J. Nameth, Instructor

Dixie School District
35 Trellis Drive
San Rafael, California 94902
Dr. Penrod Moss, Asst. Superintendent

Green Acres Elementary
Santa Cruz, California
Robert Crooks, Principal

Laurel Elementary
Santa Cruz, California
Edith King, Principal

Santa Cruz Gardens Elementary School
Santa Cruz, California
Dwane Beaubian, Principal

Grace S. Thille Elementary School
Santa Paula, California 93060
Joe Bravo, Jr,, Principal

Sherman Oaks Elementary School
14726 Dickens Street
Sherman Oaks, California 91403
Miss Lillian Raphael, Principal

Park View Elementary School
1500 Alexander Street
Simi, California 93065
Mr. William Johnson, Principal

Soquel Elementary School
Soquel, California
Curt Bowman, Principal

COLORADO

Foster Elementary School
5300 Saulsbury Ct.
Arvada, Colorado 80002
H. Gene Cosby, Principal

Lawrence Elementary School
5611 Zephyr Street
Arvada, Colorado 80002
Miss Eloise Spencer, Principal

Oberon Junior High School
Jefferson County School District R-1
7300 Quail Street
Arvada, Colorado 80002
Mr. Edward Tanguay, Principal

Peck Elementary School
6495 Carr Street
Arvada, Colorado 80002
Louis Kuykendall, Principal

Vanderhoof Elementary School
59th & Route Way
Arvada, Colorado 80002
George Jurata, Jr., Principal

Montview Elementary School
Montview Blvd. and Moline Street
Aurora, Colorado 80010
Arly Burch, Principal

Boulder Valley Public Schools
Boulder, Colorado 80302
Dr. Paul E. Smith, Supt.

Broomfield High School
1100 Daphne Street
Broomfield, Colorado 80020
Mr. Herbert Wenger, Principal

Columbine Elementary School
3130 Repplier Drive
Boulder, Colorado 80302
Duane B. Squires, Principal

Fairview High School
6096 Baseline Road
Boulder, Colorado 80302
Mr. Lyle T. Dorland, Principal

Grant Elementary School
4602 Westwood Boulevard
Colorado Springs, Colorado 80907
Philip J. Van Pelt, Principal

Jackson Elementary School
4340 North Edwinstowe Avenue
Colorado Springs, Colorado 80907
Frederick Dickinson, Principal

Manangs Elementary School
Drawer R
Cortez, Colorado 81321
Violet Ranis, Principal

Devinny Elementary School
1850 South Wright Street
Denver, Colorado 80228
William Driscoll, Principal

Eastridge Elementary School
2375 South Oswego Ct.
Denver, Colorado
William Driscoll, Principal

Green Mountain Elementary School
12250 W. Kentucky Drive
Denver, Colorado 80228
William Boland, Principal

Holly Ridge Elementary School
3301 South Monaco Parkway
Denver, Colorado 80222
Mrs. Louise Corwin, Principal

John Dewey Junior High School
7480 No. Broadway
Denver, Colorado 80221
Rociogioso, Principal

Monterey Elementary School
2200 McElwain Boulevard
Denver, Colorado 80229
Joseph Halley, Principal

Western Hills Elementary School
7700 Delta Street
Denver, Colorado 80221
Dennis McDaniel, Principal

Charles Hay Elementary School
3185 South Lafayette Street
Englewood, Colorado 80110
Paul Lindsay, Principal

Scenic View Elementary School
2200 South Raritan Street
Englewood, Colorado 80110
Gene Snyder, Principal

Washington Elementary
Englewood, Colorado
K-3 Reading, Math, and P.E.
Paul F. Lindsay, Principal

Village Heights Elementary School
3651 South Colorado Boulevard
Englewood, Colorado 80110
Mrs. Pauline Andrews, Principal

Georgetown Elementary School
Georgetown, Colorado 80444
Joe Vanchena, Principal

Johnson Elementary School
701 Johnson Drive
Golden, Colorado 80401
Robert Ferris, Principal

Greeley Public Schools
1416 - 9 Avenue
Greeley, Colorado 80631
Le Triplett, Director

Franklin Elementary School
3429 Tenth Street
Greeley, Colorado 80631
Thomas H. Elliott, Principal

Sherwood Elementary School
29th Avenue & 13th Street
Greeley, Colorado 80631
Wilma Scott, Principal

Haxtun High School
Haxtun, Colorado
Career Selection Education
Al Renzelman, Principal

Jefferson School District R-1
1580 Yarrow Street
Lakewood, Colorado 80215
Jay Caton, Coordinator of Secondary Schools

Larkspur Elementary School
Larkspur, Colorado 80118
Thomas Moore, Principal

South Elementary School
6390 Windermere Street
Littleton, Colorado 80120
Mrs. Dolly M. Ryan, Principal

Meeker Elementary School
P.O. Box 988
Meeker, Colorado 81641
Herbert H. Oba, Principal

Meeker High School
Meeker School District RE-1
Box 159
Meeker, Colorado 81641
Mr. Laverne E. Etter, Principal

Mangely Elementary School
P.O. Box 128
Rangely, Colorado 81648
James C. Hixson, Principal

Prospect Valley Elementary School
3395 Parfet Street
Wheat Ridge, Colorado 80033
Mike Cussen, Principal

CONNECTICUT

Bethel Elementary School
Bethel, Connecticut
Miss Veronica Baske, Director
of Elementary Education

Branford High School
Brandford Connecticut
Edward J. O'Donnell,
Acting Superintendent

Farmington Elementary School
Farmington, Connecticut
John P. McDonough, Superintendent

Glastonbury Elementary School
Glastonbury, Connecticut
Dr. Hugh M. Watson, Superintendent

North Haven High School
North Haven, Connecticut 06473
Dr. Charles F. Ritch, Jr., Superintendent

DELAWARE

Dover Special School District
945 Forrest Street
Dover, Delaware 19901
Dustin W. Wilson, Jr. Supt.

West Dover Elementary School
901 Forrest Street
Dover, Delaware 19901
Mr. Henry J. Papiernik

Friends School
101 School Lane
Wilmington, Delaware 19803
Mr. Charles W. Hutton

Marbrook Elementary School
2101 Centerville Road
Wilmington, Delaware 19808
Mr. Paul Julian

FLORIDA

Bearlake Elementary School
Apopka, Florida
Floyd C. Richards, Principal

Cocoa Beach High
1500 Minuteman Causeway
Cocoa Beach, Florida 32931
James E. Lee, Jr.

National Teacher Corps Training Program
School of Education
University of Miami
Coral Gables, Florida 33124
Robert E. Hendricks, Director

Coral Gables High School
Dade County Public Schools
Miami, Florida

Nova Schools
Fort Lauderdale, Florida 33313
Dr. Warren Smith

William Kallin Elementary Nova High
3600 SW 70 Avenue
Fort Lauderdale, Florida 33314
Dave Fitzpatrick

Pinecrest Elementary
Immokalee, Florida 33939
Terrence K. Weed, Principal

Learning to Learn School, Inc.
1936 San Marco Boulevard
Jacksonville, Florida 32207
Herbert Sprigle, Director

Lincoln Avenue Elementary
North Lincoln and 9th Streets
Lakeland, Florida 33801
Charles Coleman

Longwood Elementary
Longwood, Florida 32750
Louis Kosky

Margate Junior High
500 NW 65 Avenue
Margate, Florida 33063
Mrs. Elda Carney

Melbourne High School
Melbourne, Florida

Treasure Island Elementary
7540 East Treasure Drive
Miami Beach, Florida 3314
Mrs. Harriet Bannon

Miami Springs High School
751 Dove Avenue
Miami Springs, Florida 33166

Highland Oaks
20500 NE 24th Avenue
North Miami Beach, Florida 33160

North Miami Senior High
800 NE 137 Street
North Miami, Florida 33161
Dale Boggy

Markham Elementary School
1501 NW 15 Avenue
Pompano Beach, Florida 33063
B.F. Stephenson, Principal

Glenn Oak Elementary School
St. Petersburg, Florida
Mr. William G. Thompson, Principal

GEORGIA

Atlanta Public Schools
Atlanta, Georgia 30325
Dr. John Letson, Superintendent

DeKalb School System
Decatur, Georgia
Mr. Sam Moss, Deputy Superintendent

HAWAII

Waimalu Elementary
98-375 Moanalua Road
Aica, Hawaii 96818

Campbell High School
Ewa Beach, Hawaii 96706
Mr. George Yamamoto, Principal

Ewa Beach Elementary
Ewa Beach, Hawaii 96706
Mr. George Fujimoto, Principal

Iroquois Point Elementary
Ewa Beach, Hawaii 96706
Mr. Yoshinobu Oshiro, Principal

Pohakea Elementary
Ewa Beach, Hawaii 96706
Edward Kawamoto

Waiakea Elementary
180 Puainako Street
Hilo, Hawaii 96720
Mr. Harry Char, Principal

Aliamanu Elementary
3265 Salt Lake Boulevard
Honolulu, Hawaii 96818
Mrs. Marjorie Lau, Principal

Hokulani School
1903 Palolo Avenue
Honolulu, Hawaii 97816
Mr. Arthur Wong, Principal

Kahala School
4559 Kilauea Avenue
Honolulu, Hawaii 96821
Mrs. Estelle Murphy, Principal

Radford High School
4361 Salt Lake Boulevard
Honolulu, Hawaii 96818
Mr. Andy Nii, Principal

Kailua High
451 Ulumanu Drive
Kailus, Hawaii 96734
Milton S. DeMello, Principal

Kapaa High School
Kapaa, Kauai, Hawaii
9-12 Eng., S.S., Independent Study
Wil Welch, Principal

Kapaa High and Intermediate
Kapaa, Hawaii 96746
Charles Lennox

Kaumakani School
Kaumakani, Hawaii 96747
Mrs. Martha Morita, Principal

Lanikai Elementary School
Hawaii State Department
of Education
Windward District
140 Alala Road
Lanikai, Oahu, Hawaii
Mrs. Louis Pohl

Kauai High and Intermediate
Lihue, Kauai, Hawaii 96766
Isami Miueshi, Principal

Kauai High School
Lihue, Hawaii
9-12 L.A.
Emide Kuraoda, Principal

Waihee School
P.O. Box 122
Wailuku, Maui, Hawaii 96793
Mr. Stanley Izumigawa

Ahrens Elementary
Waipahu, Hawaii 96797
Mr. Isami Kurasake, Principal

IDAHO

Elk River Public Schools
Blackfoot, Idaho
K-12 (150 Children)
Completely Individualized

Moreland Elementary
Route 2, Wilson Building
Blackfoot, Idaho 83221
R. Laverne Marcum, Supt.

Grand View High School
9-12 All Areas

Grandview Elementary
Grandview, Idaho 83624
Al Glanders, Principal

Hagerman Elementary School
Hagerman, Idaho 83332
George Carnie, Supt.

Hagerman High School
Hagerman, Idaho
9-12 All Areas

ILLINOIS

Arlington Heights Elementary School
Arlington Heights, Illinois
Gene B. Goodman, Principal

Juliette Low Elementary
Arlington Heights, Illinois

Barrington Middle School
Barrington, Illinois 60010
W. Pargeles, Principal

Institute for Research on Exceptional
Children
403 East Healey Street
Champaign, Illinois 61820
Mr. W.P. Hurder, Director

CAM Academy
3932 West Madison Street
Chicago, Illinois
Miss Mary Nelson, Principal

Lakeview High School
Decatur Public Schools District #61
1001 Brush College Road
Decatur, Illinois
Mr. William Fromm, Principal

Salt Creek School
Community Consolidated #59
School District
65 Kennedy Boulevard
Elk Grove Village, Illinois 60007
Mr. Robert Michalsen, Principal

Evanston Township High School
Illinois School District 202
1600 Dodge Avenue
Evanston, Illinois
Dr. James Elliott, Hall Principal

Foster School
Community Consolidated School
District 65
1314 Ridge Avenue
Skokie, Evanston, Illinois 60201
Mr. Joe Hill, Principal

Ladd Elementary
Evanston, Illinois

Highland Community Schools
Unit No. 5
1800 Lindenthal
Highland, Illinois
Paul J. Diefenbach, Teacher

Ridgewood High School
Cook County School District #234
7500 West Montrose
Norridge, Illinois 60634
Mr. Scott G. Richardson, Principal

Skokie Junior High School
Winnetka, Illinois

INDIANA

Arlington Heights Elementary
800 Gourley Road
Bloomington, Indiana 47401
Mr. Gene Goodman, Principal

Binford Junior High School
Bloomington, Indiana

Bloomington High School
Bloomington, Indiana

Broadview Elementary School
705 Coolidge Drive
Bloomington, Indiana 47401
Mr. Harold Stewart, Principal

Childs Elementary School
South High Street
Bloomington, Indiana 47401
Mr. John Fleener, Principal

Denfore Junior High School
Bloomington, Indiana

Fairview Elementary School
627 West Eighth Street
Bloomington, Indiana 47401
Mr. John Goen, Principal

University Elementary School
Tenth and By-Pass
Bloomington, Indiana 47401
Mr. Art Brill, Principal

University High School
Bloomington, Indiana
Arthur H. Aestreich, Professor of
Education and Director

Columbia Senior High School
Columbia, Indiana

Elkhart Elementary School
Elkhart, Indiana

Elkhart Senior High School
Elkhart, Indiana

Hawthorne School Elementary
501 W. Lusher Avenue
Elkhart, Indiana 46514
Mr. Donm Davis, Principal

Lincoln School
608 Oakland Avenue
Elkhart, Indiana 46514
Mr. Don Massey, Principal

Mary F. Beck Elementary School
818 MacDonald Street
Elkheart, Indiana 46514
Charles Walker, Principal

Roosevelt Elementary School
215 East Indiana Avenue
Elkheart, Indiana 46514
Clarence N. Leichty, Principal

Ben Davis Junior High School
Metropolitan School District of
Wayne Township
1155 South High School Road
Indianapolis, Indiana 46241
Howard Wood, Principal

East Noble High School
East Noble School Corp.
South Garden Street
Kendallville, Indiana
Mr. R.W. Tritch, Principal

Kokomo Senior High School
Kokomo, Indiana

Burris High School
Muncie, Indiana

Munster Junior High
Munster, Indiana

Munster High School
808 Columbia
Munster, Indiana
John Edington, Biology Teacher

Chrysler Memorial High School
New Castle, Indiana

IOWA

Cedar Falls Community Schools
903 Washington
Cedar Falls, Iowa 50613
John R. Baker, Director of Curriculum

North High School
Des Moines Independent Community
School District
2617-6 Avenue
Des Moines, Iowa 50313
Frank L. Hildreth, Vice Principal

Eagle Grove Community Schools
Eagle Grove, Iowa 50533
Mr. John Gannen, Superintendent

Mason City Community Schools
120 East State
Mason City, Iowa 50401
Dr. Roderick Bickert, Superintendent

Hoover Elementary School
1123 Eighth Street NW
Mason City, Iowa 50401
Mr. Dale Jensen, Principal

Lincoln Elementary School
122 Second Street NE
Mason City, Iowa 50401
Miss Esther Ahrens, Principal

Mason City Senior High School
1700 Fourth Street SE
Mason City, Iowa 50401
Mr. John B. Patzwald, Principal

Urbandale Community Schools
7101 Airline Avenue
Urbandale, Iowa 50322
Mr. Lyle Kehm, Superintendent

Urbandale High School
Urbandale, Iowa
Modular Scheduling
Dale Whatt, Principal

KANSAS

Wyandotte Unified #204
3rd and Cedar
Bonner Springs, Kansas 66012
Kenneth Tewell

Clay Unified #379
5th and Lincoln
Clay Center, Kansas 67432
Dean Oberhelman

Ford Unified #443
1000 Second
Dodge City, Kansas
Frank B. Toalson

Dodge City Senior High School
Dodge City, Kansas
Harold R. Hosey, Asst. Superintendent

Roosevelt High School
Kansas State TEachers College
Emporia, Kansas 68801
Fred A. Markowitz

Montgomery Unified #446
Box 844
Independence, Kansas 67301
Lonnie N. Wood

Allen Unified #257
402 East Jackson
Iola, Kansas 66749

Consolidated School District #110
Johnson County, Kansas
Dr. Eugene A. Diggs

Bishop Meige High School
5041 Reinhardt
Kansas City, Kansas

Manhattan Junior High School
Manhattan, Kansas 66502
Jack L. Larson, Principal

McPherson Unified #418
301 West Kansas
McPherson, Kansas 67460

Park Elementary School
Mcpherson, Kansas
Mrs. Lucille McKenna, Principal

Barber Unified #254
Box 288
Medicine Lodge, Kansas 67104
M.L. Williams

Medicine Lodge High School
Medicine Lodge, Kansas
9-12 Any and All Subjects through Independent Study
Harold Hanck, Principal

Kiowa Unified #424
Mullinville, Kansas 67109
R.W. Galhon

Buckner Elementary School
3530 East 27 Street
North Wichita, Kansas 67720
Donald A. Janssen, Principal

Johnson Unified #233
105 South Kansas Avenue
Olathe, Kansas 66061

Richview Elementary School
Olathe, Kansas
Marie Beck, Principal

Valley View School District
8101A West 95 Street
Overland Park, Kansas
Dr. Challendar

Parsons District Schools
Parsons, Kansas
Mrs. Margaret Newbanks
Director of Instruction

Johnson #444
7200 Belinder
Prairie Village, Kansas 66208
Harold C. Dent

Salina Unified District #305
Box 808
Salina, Kansas 67401
Dr. Lloyd Schurr

Sacred Heart Elementary School
Salina, Kansas 67401
Sr. M. Anthony

Topeka Public Schools
Topeka, Kansas
Ungraded Primary, 4-9 and 10-12 Remedial Reading
7-9 and 10-12 Independent Study
William L. Howard, Associate Superintendent

Topeka Shawnee Unified #501
415 West 8th
Topeka, Kansa 66603
Dr. William Howard

Kelly Elementary School
Wichita, Kansas
Boyd Weiss, Principal

Sedwick Unified #259
428 South Broadway
Wichita, Kansas 67202
Dr. Lawrence H. Shepoiser

KENTUCKY

W.R. McNeill City College School
Old Russellville Road
Bowling Green, Kentucky

Breathitt County Schools
Jackson, Kentucky
Mrs. Marie Turner, Supt.

LBJ Elementary
Jackson, Kentucky
Miss Francis Johnson, Principal

Owensboro City Schools
620 Walnut Street
Owensboro, Kentucky 42301
Kenneth A. Estes, Supt.

MAINE

Rockland District High School
Rockland, Maine
Fred Perkins, Principal

MARYLAND

Baltimore Public Schools
Baltimore, Maryland 21202
Dr. Thomas Sheldon, Superintendent

Northwestern High School
Park Heights Avenue and Fallstaff Road
Baltimore, Maryland 21215
Miss Betty Williams, Vice Principal

Villa Cresta Elementary School
Board of Education of Baltimore County
Rader Avenue
Parkville, Baltimore, Maryland 21234
Lucien F. Peters, Jr., Principal

Brunswick Elementary School
Brunswick, Maryland 21716
Alonzo D. Peters, Principal

Northfield Elementary School
741 Northfield Road
Ellicott City, Maryland 21043

Governor Thomas Johnson Junior-Senior High School
North Market Street
Frederick, Maryland 21701
Karl S. Manwiller, Principal

Pasadena Elementary School
Anne Arundel County
Pasadena, Maryland 21122
Curtis H. Wolfe, Principal

Lake Normandy Elementary School
Falls Road
Rockville, Maryland 20854

Montgomery County Public Schools
850 North Washington Street
Rockville, Maryland
Dr. Homer O. Elseroad, Supt.

John F. Kennedy Senior High School
Silver Springs, Maryland
Modular Scheduling
Charles M. Procter, Director of
Research

Prince George's County Public Schools
Upper Marlboro, Maryland 20870
Mr. William S. Schmidt, Supt.

Bushey Drive Elementary School
12210 Bushey Drive
Wheaton, Maryland 20902

MASSACHUSETTS

Town Hall
Amherst, Mass. 02002
Ronald Fitzgerald, Supt.

Stow Street
Concord, Mass. 01742
Sayre Uhler, Supt.

Bridge School
55 Middleby Road
Lexington, Mass. 02173
Lester E. Goodridge, Jr., Principal

Lincoln Road
Lincoln, Mass. 01773
Robert Filbin, Supt.

Weston Junior High School
Weston, Mass.

Hamilton Elementary School
Newton, Mass.

Woodland Elementary School
Weston, Mass.

Hoarse Mann Elementary
Newton, Massachusetts
1-6 Subject Matter Areas

Meadowbrook Junior High
Newton, Massachusetts
7-9 Eng., S.S., Art, Music, Industrial
Arts, Home Ec., Typing
(Continuous Progress)
Maurice H. Blum, Principal

265 Water Street
Newton, Mass. 02158
James Lauritz, Supt.

Quincy Public Schools
Quincy, Mass.
Elementary School-70
Project PLAN
Project ABLE
Lawrence P. Creedon, Assistant
Superintendent

MICHIGAN

Bloomfield Hills Public Schools
Bloomfield, Michigan 48013
Mr. Eugene L. Johnson, Superintendent

East Hills Junior High
Bloomfield Hills, Michigan

Lahser Senior High
Bloomfield Hills, Michigan

Way Elementary
Bloomfield Hills, Michigan

Franklin High School
Livonia Public Schools
31000 Joy Road
Livonia, Michigan 48153
Mr. David D. Amerman, Principal

Martha Campbell Elementary School
District #4, Lamphere Public Schools
31201 Dorchester
Madison Heights, Michigan 48071
Mr. Douglas J. Nelson, Principal
An IDEA Demonstration School

John D. Pierce School Elementary
Northern Michigan University
Marquette, Michigan 49855
Thomas I. Culhane, Principal

Monroe Public Schools
Monroe, Michigan
Elementary Learning Laboratory
Terry Semones, Director of
Reading Services

Marine City High School
East China Public Schools
2380 S. Riverside Avenue
St. Clair, Michigan
Mr. Edward J. Trudell, Principal

Troy High School
Troy School District
3179 Livernois Road
Troy, Michigan 48084
Mr. Joseph Bechard, Principal

MINNESOTA

Central Junior High School
Alexandria, Minnesota
Reading/Study Skills/Instructional
Materials Center
John C. Peterson, Principal

Six-year High School
Balaton, Minnesota 56115
Claus Miedema, Principal

Washington Senior High School
Brainerd, Minnesota
Mr. Donald Adamson, Principal

Hubert Olson Junior High School
Bloomington, Minn.
Virginia Buegel, Principal

Junior High School
Chisholm, Minnesota
Mr. Kenneth Peatross, Principal

Senior High School
Chisholm, Minnesota
Mr. Edward Keckeisen, Principal

Central Junior High School
Crookston, Minnesota
Leslie J. Knox, Principal

Senior High School
Crookston, Minnesota
Mr. Ray A. Flom, Principal

Danube High School
Danube, Minnesota 56230
G. Edward Schramm, Principal

Chester Park Elementary
Washington Junior High School
Central High School
Duluth Public Schools
Duluth, Minnesota
Dr. L.V.Rasmussen, Superintendent

Grand Meadow High School
Grand Meadow, Minnesota 55936
Richard Wickman, Principal

Hopkins Senior High
Hopkins, Minnesota
10-12 Most Areas
Ray C. Weidner, Project Director

Janesville High School
Janesville, Minn.
John J. Graft, Principal

Junior-Senior High School
Le Sueur, Minnesota
Mr. Kenneth Von Wald, Principal

Hosterman Junior High School
Minneapolis, Minn.
L. Mollinger, Principal

South Senior High School
Montgomery, Minnesota
Mr. Dean R. Shawbold, Principal

Springlakepark Elementary School
Minneapolis, Minn.. 55432
Don Watson, Principal

Susan B. Anthony Junior High
Minneapolis, Minnesota
Mr. William C. Cooksey, Principal

Montevideo Junior High
Montevideo, Minnesota
Orlan Cox, Principal

Six-year High School
Montgomery, Minnesota
Mr. Mark Linneman, Principal

Cooper High School
New Hope, Minnesota
10-12 Modular Schedule
Lyndon Ulvich, Principal

Brooklyn Junior High School
Osseo, Minn.
Robert Gary Jacobson, Principal

Osseo Senior High School
Osseo, Minnesota
Myron Johnson, Principal

Princeton Elementary School
District No. 477
Princeton, Minnesota 55371
Raymond H. Peterson Elem. Dir.

Lafayette High School
Redlakefalls, Minn.
J.H. Haller, Principal

Slayton Junior High School
Slayton, Minnesota
C.W. Mather, Principal

Spring Lake Park Senior High
Spring Lake Park, Minn.
Mr. Leland S. Renz, Principal

North Junior High School
St. Cloud,Minn.
7-9 Modular Program
30% Independent Study Time
Jerry F. Larson, Principal

South Junior High School
St. Cloud, Minn.
J.G. Carlson, Principal

Senior High School
Stillwater, Minn.
E.O. Monette, Principal

Harding Senior High School
St. Paul, Minn. 55103
R. Engebretson, Principal

Highland Park Junior High School
St. Paul, Minn.
Harold T. Lehto, Principal

Franklin Junior High School
Theif River Falls, Minn.
Mr. Neil Taverna, Principal

Lincoln High School
Thief River Falls, Minnesota
Modular Program
12th Grade S.S. and Eng.
R. Edlund, Principal

Wedena Senior High School
Wadena, Minnesota 56482
Donald Johansen, Principal

White Bear Senior High
White Bear Lake, Minn.
10-12 **All Areas**
Roy Wahlberg, Principal

MISSISSIPPI

McComb Public Schools
McComb, Miss.
J.D. Prince, Superintendent

Natchex Special Municipal Separate
School District
P.O. Box 630
Natchex, Miss.
Mrs. Willie Turner

Tupelo High School
Tupelo, Miss. 38801
B.L. Rivers, Principal

MISSOURI

Parkway West Senior High School
Baldwin, No. 63011
Melba James, Principal

Cape Girardeau Public Schools
Cape Girardeau, Missouri
Charles E. House, Supt.

McCluer High School
Florissant, Missouri

Joplin Public Schools
Joplin, Missouri
Mr. Cecil Floyd, Asst. Superintendent

Kansas City Public Schools
1211 McGee Street
Kansas City, Missouri
Dr. Donald Hair, Asst. Superintendent

James Elementary School
5810 Scarritt Street
Kansas City, Missouri
Mrs. Ethel Johnson

Loretto in Kansas City
12411 Wornall Road
Kansas City, Missouri 64145
James Stafford, Jr., Director
of Community Relations

Kirksville R-III Public Schools
Kirksville, Missouri
Dr. O. Wayne Phillips, Supt.

Kirksville School
Kirksville, Missouri
K-12 L.A., S.S.
John Goeke, Title III Director

Lee's Summit R-VIII Public Schools
Lee's Summit, Missouri
Dr. William J. Underwood, Asst. Supt.

Lindbergh High School
Lindbergh, Missouri

Sikeston R-VI Public Schools
Sikeston, Missouri
Mr. Lynn Twitty, Supt.

Springfield Public Schools
Springfield, Missouri
Dr. Willard J. Graff, Supt.

St. Joseph Public Schools
St. Joseph, Missouri
Mr. G.M. Coleman, Asst. Supt.

Benton High School
St. Josephs, Mo.
Lawrence E. Hanker, Principal

Ferguson-Florissant R-2 School District
St. Louis County, Missouri
McCluer High School
Ferguson Junior High School
Florissant Junior High School
Cross Keys Junior High School
Foreign Language Instruction
Florence Phelps, Director

Horton Watkins High School
1201 S. Warson Road
St. Louis, Missouri
Richard F. Stauffer, Principal

Lindbergh R-VIII Public Schools
4900 South Lindbergh Boulevard
St. Louis, Missouri
Mr. Noah E. Gray, Superintendent

Lindbergh Senior High School
St. Louis, Missouri 63216
Morgan L. Rushing, Principal

The University School System
University City, Missouri
McKnight Elementary
University City High School

McKnight Elementary
8346 Delcrest Drive
University City, Missouri 63124
Mrs. Marion Green

Pershing Elementary
6761 Bartmer
University City, Missouri 63130
James L. Lanman, Principal

NEBRASKA

Bellevue Public Schools
Bellevue, Nebraska
Richard Triplett

Bellevue Elementary School
1100 West Million Street
Bellevue, Nebraska
Richard Triplet, Principal

Broken Bow Public Schools
Broken Bow, Nebraska
Mr. George Mills

Hasting Public Schools
Hastings, Nebraska
Flexible Modular Scheduling
Grades 3,6, 10-12
Ross L. Speece, Superintendent

Alcott Elementary School
419 N. Hastings Avenue
Hastings, Nebraska 68901
Jack Horsham, Principal

Hastings Junior High School
419 N. Hastings Avenue
Hastings, Nebraska 68901
Dr. Thomas N. Keating, Principal

Hawthorne Elementary School
419 N. Hastings Avenue
Hastings. Nebraska 68901
Edward O'Donnell, Principal

Lincoln Elementary School
419 N. Hastings Avenue
Hastings, Nebraska 68901
Mrs. Lucille Cotner, Principal

Longfellow Elementary School
419 N. Hastings Avenue
Hastings, Nebraska 68901
Kenneth Wiederspan, Principal

Morton Elementary School
419 N. Hastings Avenue
Hastings, Nebraska 68901
Mrs. Cecilia Gass, Principal

Kearney Public Schools
Kearney Nebraska
Mr. John Johnston

Kearney Junior High School
300 West 24 Street
Kearney, Nebraska 68847
Allen, Bellinger, Principal
Will Henderson, Teacher
Richard Sweet, Teacher

Kearney Senior High School
38th and 6th Avenue
Kearney, Nebraska 68847
Harold McClure, Principal

Northeast Elementary School
910 East 34th Street
Kearney, Nebraska 68847
Rodney Bartels, Principal

Park Elementary School
3000 - 7 Avenue
Kearney, Nebraska 68847
Don Clark, Principal

Roman Catholic Archdiocese of Omaha
100 North 62 Street
Omaha, Nebraska 68132
Msgr. Roman Ullrich, Supt. of Schools

Omaha Public Schools
39th and Davenport
Omaha, Nebraska
Dr. Craig Fullerton, **Superintendent**

District #66 78th & Cass
Omaha, Nebraska
Dr. Vaughn Phelps

Archbishop Ryan Memorial High School
5616 "L" Street
Omaha, Nebraska 68117
Sister Pacis, Principal

Harry A. Burke High School
12200 Burke Boulevard
Omaha, Nebraska
Dr. Robert S. Brown, Principal

South High School
4519 South 24th Street
Omaha, Nebraska
Dr. Leonard Hanson, Principal

Westside High School
87th & Pacific Street
Omaha, Nebraska
Dr. Kenneth Hansen, Principal

NEVADA

Roy Martin Junior High School
Las Vegas, Nevada
7-9 Major Areas
Resource Study Center
Bruce Miller, Principal

Ruby S. Thomas Elementary
Las Vegas, Nevada
All Areas
Multi-Media Library

Virgin Valley
Mesquite, Nevada
7-12 Entire Curriculum
Blane W. Allan, Principal

NEW HAMPSHIRE

Somersworth School District
Supervisory Union 56
Somersworth, New Hampshire 03878
Anthony Bahros

Somersworth High School
Somersworth, New Hampshire
Total Program
Robert L. Brunelle, Superintendent

NEW JERSEY

South Brunswick Township
10 Allston Road
Kendall Park, New Jersey 08824
James A. Kimple, Supt.

Long Branch Public Schools
6 West End Court, West End
Long Branch, New Jersey 07742
William Meskill, Supt.

Montclair Public Schools
22 Valley Road
Montclair, New Jersey 07042
Robert W. Blanchard, Supt.

Stoneybrook Elementary
260 Grove Street
Plainfield 07060
Roland J. Black
Director of Elementary Education

Washington School Elementary
Trenton, New Jersey 08611
Dr. John Almond, Principal
IPI Demonstration School

Willingboro Public School
Willingboro, New Jersey
1-3 I.P.I. 9-12 Eng., S.S. Math
Dr. Gabriel H. Reuben, Supt.

NEW MEXICO

Collet Park Elementary
724 S. Maple
Albuquerque, New Mexico

Del Norte High School
724 S. Maple
Albuquerque, New Mexico

Mark Twain Elementary School
Albuquerque, New Mexico 87110
Hal L. Dopkins, Principal

Navajo Elementary
724 S. Maple
Albuquerque, New Mexico

Clovis Muncipal High School
Programmed English
Vernon Mills, Superintendent

Corona Public Schools
Corona, New Mexico
1-12 Reading, L.A., and Math

Los Alamos Public Schools
Los Alamos, New Mexico

Western States Small Schools Projects
Programmed Mathematics
Des Moines High School - Programmed English
Quemado High School
Cloudcroft High School
Dora High School

NEW YORK

Ithaca City School District
400 Lake Street
Ithaca, New York 14850
Leonard C. Buyse, Asst. Supt.

Mamaroneck Public Schools
Mamaroneck, New York 10543
Organic Curriculum Development
Frank Casseta, Developer

Union Free School District No. 25
2369 Merrick Avenue
Merrick, Long Island
New York 11566
Roland Chatterton, Ad. of Schools

Mineola Public Schools
Mineola, New York 11501
Dr. Ben Wallace, Supt.

Cross Street Elementary School
Minneola, New York
Patrick Corsentino, Principal

Minneola Junior High School
Minneola, New York
Robert Ricken, Principal

Willis Avenue School
Mineola, New York 11501
Wiley C. Bowyer, Principal

Fox Lane Middle School
Bedford Community Schools Central District #2
369 Lexington Avenue
Mount Kisco, New York
Mr. Peter Telfer, Associate Principal

Harlem Preparatory School
2366 - 5 Street
New York, New York 10036
Mr. Edward Carpenter, Director

The Dalton School
108 East 89th Street
New York, New York 10028
Mr. Donald Barr, Headmaster

Miskayuna Public Schools
1626 Balltown Road
Schenectady, New York 12309
James Purcell, Superintendent

Porter Elementary School
Syracuse, New York
Mr. Lowell Smith, Principal

Heins Elementary School
William Smith, New York
Thomas H. Puler, Principal

845 Fox Meadow Road
Yorktown Heights, New York 10598
Richard L. Wing
Coordinator of Curr. Research

NORTH CAROLINA

Barkeley Manor Elementary
Camp Lejeune, North Carolina
Herman S. Parker

Brewster Jr. H.S.
Marine Corps Base
Camp Lejeune, North Carolina
Duane L. Linker

Lejeune High School
Camp Lejeune, North Carolina
E. Conrad Sloan

Midway Park Elementary
Camp Lejeune, North Carolina
Herschel Green

Stone Street Elementary
Camp Lejeune, North Carolina
Mrs. Lois James

Tarawa Terrace I Elementary
Camp Lejeune, North Carolina
George Ezzard

Tarawa Terrace II Elementary
Camp Lejeune, North Carolina
John L. Frist, Principal

Child Development Research Institute
University of North Carolina
Chapel Hill, North Carolina
Mr. Halbert Robinson, Director

Albemarle Road Jr. High School
6900 Democracy Drive
Charlotte, North Carolina
Joseph R. Brooks, Principal

Durham Public Schools
Durham, North Carolina
Dr. Spalding, Project Director

Delalio Elementary
Marine Corps Air Facility
Jacksonville, North Carolina
Wilbur H. Tuck

Lexington Middle School
Lexington, North Carolina
Reed Prillamaresea, Title III Director

Barbee Elementary
1116 N. Blount Street
Raleigh, North Carolina
Daisy R. Radford

Lawsonville Avenue School Elementary
Reidsville, North Carolina
James H. Hardy

Lawrence Elementary School
2900 Indiana Avenue
Winston-Salem, North Carolina
Lee H. Potter, Principal

Parkland Senior High School
Winston-Salem, North Carolina
Flexible Scheduling and Team Teaching
Marvin Ward, Principal

NORTH DAKOTA

Ashley High School
Ashley, North Dakota 58413
Floyd Schock

Central High School
Grand Forks Public School District No.1
Grand Forks, North Dakota 58201
Mrs. Margaret Abbot

Red River High School
Grand Forks, North Dakota
10-12 "Non-timed Flexible Scheduling"
Chris S. Ballas, Principal

Lakota High School
Lakota, North Dakota 58344
Donald Busche, Principal

Maddock High School
Maddock, North Dakota 58348
John Huidsten, Principal

Campus Laboratory School
Minot State College
Minot, North Dakota
K-4 Communication Program
Joseph Wax, Principal

Starkweather High School
Starkweather, North Dakota 58377
Donald Kuhla, Principal

Velva High School
Velva, North Dakota 58201
Benjamin Grossman, Principal

L.E. Berger Middle School
West Fargo, North Dakota 58078
James A. Claypool, Principal

West Fargo High School
West Fargo, North Dakota
All Areas

OHIO

Cincinnati City Elementary
2015 Freeman Avenue
Cincinnati, Ohio 45214
Thomas E. Bennington, Principal

Berea City Jr. High
17001 Holland Road
Cleveland, Ohio 44142
Richard Vale, Principal

Ford Junior High School
Berea School System
Cleveland, Ohio
7-9 Major Subject Matter Areas, Plus
Art, Industrial Arts, and Home Ec.
Learning Centers and Libraries
Neil Fort, Principal

Orange Local
32000 Chagrin Boulevard
Pepper Pike Village
Cleveland, Ohio 44124
Dr. Peter J. Romanoli Asst. Supt.

Mentor High School
4677 Center Street
Mentor, Ohio 44060
Jarvis Hcogleta, Principal

Mareland School
Shaker Heights, Ohio
All Elementary Levels

Shaker Heights City Elementary
15600 Parkland Drive
Shaker Heights, Ohio 44120
Mrs. Selma Leavitt

Sidney High School
Sidney, Ohio
12th Most Areas
10-12 Biology and Reading
Clayton C. Pepple, Principal

Loel Elementary School
Sydney, Ohio
Lois L. Edler, Principal

Athens City High School
The Plains, Ohio
R. Stacey, Principal

Washington Local High
5601 Clegg Drive
Toledo, Ohio 43613
J.A. Aufderheide, Project Direct

Whitmer High School
Toledo, Ohio
Subject Matter Areas
Open Laboratories
Jalan Aufderheide, Principal

Willoughby-Eastlake City Jr. High
38106 Euclid Avenue
Willoughby, Ohio 44094
Dr. Ellsworth Statler, Asst. Supt.

OKLAHOMA

Glenwood Elementary School
Midwest City, Oklahoma 73110
Mr. Jack Huffman, Principal

Hawthorne Elementary School
2300 NW 15 Street
Oklahoma City, Oklahoma
Mrs. Caroline Murnane, Principal

Parmlee Elementary School
6700 South Judson
Oklahoma City, Oklahoma
Mrs. Leslie L. Kelly, Principal

Putnam Heights School Elementary
1601 NW 36 Street
Okalhoma City, Oklahoma
Mrs. Erma Baskett, Principal

OREGON

Highland Park School
Beaverton, Oregon
Jack Nelson, Principal

Hoover Elementary
Corvallis, Oregon
L.A. & IPI Math
Al Haydon, Principal

Madrona Elementary School
520 Detrick Drive
Grants Pass, Oregon

Manzanita Elementary School
310 San Francisco Street
Grants Pass, Oregon

River Grove Elementary
Lake Oswego
1 and 5 All Areas
Darrell Potter, Principal

Pendleton, Oregon
John Murry Junior High School

Lincoln Elementary School
NW Carden Avenue
Pendleton, Oregon

Sherwood Heights Elementary
SW Marshall
Pendleton, Oregon

Washington Elementary
SW Byers Avenue
Pendleton, Oregon

Phoenix Elementary & High School
Phoenix, Oregon

Portland Public Schools
9-12 Eng. and S.S.
Roosevelt
Jefferson
Jackson
Madison
Franklin
Lincoln
Grant
Mr. Alvin Hulse

1-8 Language Arts
Sitton
Lane
Whitman
Woodlawn
Foster
Boise
James John
Vestal
Charles Boer

Kindergarten
Language Development (CHILD)
Perceptual-Motor Development (IMPS)
(CHILD)
Lane
Lent
Vestal
Chief Joseph
King
Woodlawn
Humbolt
Sunnyside
George

(IMPS)
Barlow
Foster
Marysville
Kelly
Scott
Sacajawea
Mrs. Sarah Irvin

PENNSYLVANIA

Abington High School
School District of Albington Township
1841 Susquehanna Street
Abington, Pennsylvania 19001
Dr. Allan A. Glatthorn, Principal

Altuna Area School District
Altuna, Penn.
Thomas R. Helsep, Superintendent

McAnnulty Elementary School
5151 McAnnulty Road
Baldwin-Whitehall Township, Penn.

Oakleaf Elementary School
Baldwin-Whitehall Township, Penn.

Downey Elementary School
Harrisburg, Penn.

The Philadelphia School District
Philadelphia, Penn.
Hancock Demonstration School
Conwell Middle Magnet Schools
Daniel R. Fascione, Asst. Director

IPI Demonstration Schools
McAnnulty Elementary School
Pittsburgh, Penn.
Downey Elementary
Harrisburg, Penn.
Richland Elementary
Quakertown, Penn.

Richland Elementary School
Quakertown, Pennsylvania

RHODE ISLAND

Hampden Meadows School
New Meadow Road
Barrington, Rhode Island 02806
Mr. John I. Tappen, Principal

Middletown High School
Middletown, Rhode Island
7 and 8, 9-12 Continuous Progress

GRASP, Pawtuckett School Dept.
Park Place
Pawtuckett, Rhode Island 02860
Beatrice B. Donovan

Edmund W. Flynn
Providence, Rhode Island
1-5 Math, Science, Music, Art
David Minicucci, SEC

Rhodes School
110 Sherwood Avenue
Warwick, Rhode Island 02888
Mrs. Helen Harson, Principal

SOUTH CAROLINA

Meadowfield Elementary
Richland County School District
Columbia, South Carolina

SOUTH DAKOTA

Douglas School System
Ellsworth Ari Force Base
South Dakota
M.D. McKenney, Principal

Huron High School
Huron, South Dakota
Modular Scheduling
"Computer Costs Fifty Cents/Pupil"
James Solon, Principal

Mt. Marty High School
Yankton, South Dakota
Grade 9 Algebra 1
Grade 11 Algebra 2
Sister Martin Mergen, Instructor

TENNESSEE

Tusculum Elementary
Greenville, Tenn.
Dr. Robert De Lozier

Oakridge High School
Providence Road
Oak Ridge, Tenn. 37831
Thomas R. Dunigan, Principal

TEXAS

James Bowie Elementary
Box 981
Abilene, Texas 79604
Daniel Russ

Alief Independent School District
P.O. Box 68
Alief, Texas 77411
Jerry L. McElyea, Superintendent

Brentwood School Elementary
6700 Arroyo Seco
Austin, Texas
Mr. K. R. Isbell

Metz Elementary School
2102 Willow Street
Austin, Texas 78702
R.D. Evans

Project for Individualized Instruction
J. Robert Purvis, Director
6700 Arroyo Seca - Room 304
Austin, Texas 78757

Matzke Elementary
Route 1 Box 145
Cypress, Texas 77422
Mrs. Kay Killough

Deer Park Independent School District
203 Ivy Street
Deer Park, Texas 77536
Dr. Sebron B. Williams

Braeburn Elementary School
7707 Rampart
Houston, Texas
Miss Dorothy Swope, Principal

Burbank Elementary School
216 Tidwell Road
Houston, Texas 77022
Mrs. Charles Powell, Principal

Burrus Elementary School
7707 Rampart
Houston, Texas
Miss Dorothy Swope, Principal

Chatham Elementary School
8110 Bertwood at Weaver Road
Houston, Texas
Wayman C. Anderson

Crawford Elementary School
1510 Jensen
Houston, Texas
Edward L. Klein, Principal

Dogan Elementary School
4202 Liberty Road
Houston, Texas
Mrs. Irena D. Barnes, Principal

Durham Elementary School
4803 Brinkman
Houston, Texas
Miss Maude Fite, Principal

Garden Oaks Elementary School
901 Suebarnett
Houston, Texas
Mrs. Sue Bernard, Principal

Garden Villas Elementary School
7185 Santa Fe Street
Houston, Texas 77017
Mrs. Letham Reynolds, Principal

Gulf Crest Elementary School
7414 Fariway
Houston, Texas 77017
Mrs. Eileen C. Wuycheck, Principal

Herod Elementary School
Mrs. Mary Chatham, Principal
5627 Jason
Houston, Texas 77035

Highland Heights Elementary
865 Quinn
Houston, Texas
Mrs. Johnnie M. Brooks, Principal

Harris Elementary School
811 Broadway
Houston, Texas
George J. Smith, Principal

Kashmere Gardens Elementary
4901 Lockwood Drive
Houston, Texas 77026
Mrs. Annie B. Johnson

Clear Creek Independent School District
P.O. Box 799
League City, Texas
Dr. A. N. Pupa

Lantrip Elementary School
100 Telephone Road
Houston, Texas 77023
Mr. Curtis A. Roberts

Memorial Elementary School
6401 Arnot
Houston, Texas 77007
Mrs. Doris M. Mills, Principal

Neff Elementary School
8200 Carvel Street
Houston, Texas 77036
Mrs. Edith Moore, Principal

North Shore Sr. High School
13501 Hollypark Drive
Houston, Texas 77015
Mrs. Wilma Ruth Cooper

Parker Elementary School
10626 Atwell Drive
Houston, Texas 77035
Mrs. Rosalind Hill

Red Elementary School
4520 Tonowanda
Houston, Texas 77035
Mrs. Louise Roberts

River Oaks Elementary School
2008 Kirby
Houston, Texas
Mr. Theild Shastid, Principal

Stevens Elementary School
1910 La Monte
Houston, Texas 77018
Miss Margaret McConnell, Principal

Walnut Bend Elementary School
10620 Briar Forest
Houston, Texas 77042
Mrs. Imogene Miller, Principal

Windsor Village Elementary School
14040 Polo
Houston, Texas 77045
Miss Bernice Newton, Principal

La Porte Independent School District
East Avenue J
La Porte, Texas
Mr. Marvin Madison, Asst. Superintendent

Pasadena Independent School District
P.O. Box 1799
Pasadena, Texas
Elmer G. Bundy

Park View Intermediate School
Pasadena, TExas 77501
John W Clinton, Principal

Pasadena High School
Pasadena, Texas
Lonnie Keller, Principal

Bowie Elementary
100 North Magdalen
San Angelo, Texas 76901
Michael Lehr

John Glenn Elementary
100 North Magdalen
San Angelo, Texas 76901
Adine C. Wright, Director of
Dissemination

Edgewood Independent School Dist.
San Antonio, Texas 78207
Mr. Bennie Steinhauser

South San Antonio Independent School Dist.
Kendred Elementary
San Antonio, Texas
1 and 2 All Subject Matter Areas
(83%-90% Mexican Americans - Eng. is the
Major Problem)

Central Elementary School
Box 479
Smithville, Texas 78957
Mr. Leslie Hurta, Principal

Sam Houston Jr. High
Box 479
Smithville, Texas 78957
Jimmy N. Stacy

UTAH

Cedar City High School
600 South 703 West
Cedar City, Utah 84720
Mr. Clair Morris, Principal

Cedar North Elementary School
550 West 200 North
Cedar City, Utah 84720
Claudia J. Forsyth, Principal

East Midvale Elementary School
6990 South Third East
Salt Lake City, Utah 84117
Mr. William Doxey, Principal

Parkside Elementary School
544 Vine Street
Murray, Utah 84107
Mr. Estel F. Campbell, Principal

Weber High School
1100 Washington Blvd.
Weber, Utah
Nephi Manning, Principal

Bell Junior High
Ogden, Utah
Mr. Croft

Bonneville High School
Ogden, Utah
Jay Taggart, Principal

Mar Lon Hills Elementary School
4400 Madison Avenue
Ogden, Utah
Mr. Gene Jones, Principal

Pioneer Elementary School
250 North 1600 West
Ogden, Utah
Mr. Glen McEntire, Principal

Riverdale Elementary School
1150 West 4400 South
Ogden, Utah
Mr. Robert Reed, Principal

Edgemont Elementary School
550 East 3600 North
Provo, Utah 84601
Mr. Glen R. Brown, Principal

Dixon Junior High School
750 West 2nd North
Provo, Utah 84601
John L. Matthews, Principal

Franklin Elementary School
683 West 3rd South
Provo, Utah 84601
Mr. Darrell L. Hadley

Grandview Elementary School
1591 North Jordan Avenue
Provo, Utah 84601
Mr. Dan R. Bird, Principal

Roy High School
Roy Utah
Dr. Spencer Wyatt

Lowell Elementary School
134 "D" Street
Salt Lake City, Utah 84103
Mr. Ray B. Stensrud, Principal

Meadow Moor Elementary School
5315 South 1700 East
Salt Lake City, Utah 84117
Mr. William Doxey, Principal

Parkview Elementary School
1250 West Mead Avenue
Salt Lake City, Utah 84104
Mr. Delbert M. Lamb, Principal

Rosslyn Heights Elementary School
2291 South 20th East
Salt Lake City, Utah 84109
Mrs. Naomi C. Evans, Principal

Bell View Elementary School
800 East 9800 South
Sandy, Utah 84070
Mr. Raymond W. Whittenberg, Principal

East Elementary School
150 South Seventh East
Tooele, Utah 84074
Mr. F. Del Wasden

VIRGINIA

Alexandria Public Schools
418 South Washington Street
Alexandria, Virginia 22313
Dr. John Albohm, Supt.

Fort Hunt High School
Alexandria, Virginia
Ann M. Jaekle, Eng. Dept. Ch.

John Adams Middle School
Alexandria, Virginia
Albert E. Edgemon, Principal

Lyles-Crouch Elementary School
Alexandria, Virginia

Arlington County Public Schools
4751 Twenty-fifth Street, North
Arlington, Virginia 22207
Dr. Ray E. Reid
Division Superintendent

Brookfield Elementary School
Chantilly, Virginia 22021
Bruce Odell, Principal

Fairfax County Public Schools
10700 Page Avenue
Fairfax, Virginia 22030
Dr. Earl C. Funderburk, Supt.

Churchill Road Elementary School
McClean, Virginia 22101
May M. Redman, Principal

Madison High School
Yrenna, Virginia

WASHINGTON

Ardmore Elementary School
Bellevue, Washington

Bellewood Elementary
Bellevue, Washington

Hyak Junior High
Bellevue, Washington

Interlake High
Bellevue, Washington

LaCamas Elementary
Camas, Washington

Vale School Elementary
Cashmere, Washington

Campus Elementary
Eastern Washington State College
K-6 All Areas
R. Dean Gaudette, Principal

Morgan Junior High
Ellensburg, Washington

Glendale Junior High
Highline, Washington

Lake Washington Special
Education Center
11133 NE 65 Street
Kirkland, Washington 98033
Gordon R. Hauck, Principal

Sunnyside Elementary
Pullman, Washington

Ingraham High School
Seattle, Washington
Don C. Maxey, Principal

J.J. Miner Elementary School
Seattle, Washington
Richard Aenis, Administrative Asst.

Nathan Hale High School
Seattle, Washington
Claude Turner, Principal

Thompson Junior High School
Seattle, Washington
Don C. Kessler, Principal

Selah High
Selah, Washington

Kellogg Junior High
Shoreline, Washington

Shoreline High
Shoreline, Washington

Joel E. Ferris High School
East 3020 - 37 Avenue
Spokane, Washington
Arthur Blauert, Principal

Havermale Junior High
Spokane, Washington

Indian Trail Elementary
Spokane, Washington

Daffodil Valley Elementary
Sumner, Washington

Shadow Lake Elementary
Tahoma (Maple Valley, Wash.)

Jason Lee High School
Vancouver, Washington

WEST VIRGINIA

George Washington High School
Charleston, West Virginia 25314
Mrs. Edith F. Martin, Director of
Dissemination

WISCONSIN

Cashton Elementary
Cashton, Wisconsin

Delavan-Darien High School
Delavan, Wisconsin
Introductory Geometry, Typing 1 and 2
Frederic C. Vorlop, Principal

Eau Claire Joint District #5
122 Mappa Street
Eau Claire, Wisconsin
Clifford Stanford

Southeast High School
Green Bay Joint District #1
1520 South Point Road
Green Bay, Wisconsin 54301
Mr. Jerome McCormick, Principal

Green Bay High School (Southwest)
Green Bay, Wisconsin

Janesville Joint District #1
315 South Jackson Street
Janesville, Wisconsin
Louis Loofboro

Adams School
1138 St. Mary's Avenue
Janesville, Wisconsin
Mr. Robert Cook, Principal

Wilson School
465 Rockport Road
Janesville, Wisconsin
Mr. Norman Graper, Principal

Franklin School
305 W. Lakeside
Madison, Wisconsin
Mr. Donald Stoddard, Principal

Ray W. Hugel Elementary
Madison, Wisconsin
K-6 L.A.
Jerry Johnson, Principal

Wisconsin Heights High School
Wisconsin Heights School District
R.F.D. #1
Mazomanie, Wisconsin 53560
Mr. Dennis E. Renz, Principal

Plattenville Joint District #4
40 East Madison Street
Platteville, Wisconsin
Ronald O. Sime

O.E. Gray Elementary
Platteville, Wisconsin 53818

Westview Elementary School
Platteville, Wisconsin 53818

Racine Unified School District #1
2230 Northwestern Avenue
Racine, Wisconsin
David L. Sweeney

Franklin School
1012 Center Street
Racine, Wisconsin
Mr. John Blickle, Principal

Stephen Bull School Elementary
815 Dekoven Avenue
Racine, Wisconsin
Mr. Jerome Sullivan, Principal

Winslow School
1325 Park Avenue
Racine, Wisconsin
Miss Dawn Kloften, Principal

APPENDIX B-4 PART B

SELECTED SITES "CLOSE TO HOME"

ALABAMA

Anniston City Board of Education
Anniston, Alabama
Jame E. Owen, Assistant Supt.

ALASKA

Glenn Allen Area Schools
Glenn Allen, Alaska
8-12 Systems Study Electronics
Welding, Speech, Plastics,
and Math.

Hoonah City School District
Hoonah City, Alaska
K-6
Donald MacKinnon, Superintendent

ARIZONA

G. S. Skiff School
Phoenix, Arizona
Majority of Areas

District 6 Elementary
Phoenix, Arizona

Erickson Elementary
Tucson, Arizona
2-6 Reading
6th Math
1-6 S.S., Science
Mary Belle McCorkle

Harelson School
Tucson, Arizona
Modeled after Lulu Elementary
Don Scott, Principal

Lulu Elementary
Tucson, Arizona
All Areas
Mr. Nelson, Principal

ARKANSAS

Henderson Jr. High School
401 John Barrow Road
Little Rock, Arkansas
Eugene Keeton, Principal

CALIFORNIA

Bolder Creek Elementary
Bolder Creek, California
I.P.I. Program

Fremont Unified School District
Fremont, California
1,2,3,4,5,6,9,10,11
Eng., S.S., Math, Science
Dr. William J. Bolt, Superintendent

Dr. Erwood G. Edgar
Elementary School
Garden Grove, California
K-5 Reading, Math, S.S., L.A.
J. Prescott Jones, Principal

Fountain Valley School District
Huntington Beach, California
Total District
Mike Brick, Assistant Superintendent

Loma Vista Elementary
Lompoc, California
K-6 Teaming
Maynard H. Strong, Principal

Walter Hays Elementary
Palo Alto, California
5-6 Computerized Drill and
Practice-Math

Chesterton Elementary
San Diego Unified
San Diego, California
3-6 All Areas
L. Gritz, Principal

Aragon High School
San Mateo, California
9, 10, 11, 12 Auto Mechanics
Richard Ruppel, Instructor

Brittan Acres Elementary
San Carlos, California

Granada Community School (Elem.)
Corte Madera, California

Hillsdale High School
San Mateo, California

Temple City Public Schools
Temple City, California

UCLA Lab School (Elem.)
Los Angeles, California

COLORADO

Bolder Valley Public Schools
Bolder, Colorado
A Computer Approach to
I.I. Experiences

Andrew Jackson Elementary
Colorado Springs, Colorado
Team Teaching and A Resource Center
Frederick Dickinson, Principal

Eastridge Cherry Creek School
Denver, Colorado
1-6 Math, Spelling and Reading
Dave Mathias, Principal

Washington Elementary
Englewood, Colorado
K-3 Reading, Math, and P.E.
Paul F. Lindsay, Principal

Appleton Elementary
Grand Junction, Colorado
1-6 Reading and Math
Frank Folk, Principal

Franklin Elementary
Greeley, Colorado

Haxtun High School
Haxtun, Colorado
Career Selection Education
Al Renzelman, Principal

CONNECTICUT

Farmington Elementary
Farmington, Connecticut
John P. McDonough, Superintendent

North Haven High School
North Haven, Connecticut
Dr. Charles F. Ritch.Jr., Supt.

West Hartford Public Schools
West Hartford, Connecticut

DELAWARE

West Dover Elementary
Dover, Delaware

FLORIDA

Nova School System
Fort Lauderdale, Florida

Margate Junior High School
Margate, Florida
7-8 Migrant Students, All Subject Areas

Melbourne High School
Melbourne, Florida

Highland Oaks Elementary
Miami Beach, Florida
Multi-age Grouping

Miami Springs High School
Miami, Florida

GEORGIA

DeKelab School System
Decatur, Georgia
Mr. Sam Moss, Deputy Superintendent

HAWAII

Kahala Elementary
Honolulu, Hawaii

Kailua High School
Kailua, Hawaii

Kapaa High School
Kapaa, Kauai, Hawaii
9-12 Eng., S.S., Independent Study
Wil Welch, Principal

Kauai High School
Lihue, Hawaii
9-12 L.A.
Emide Kuraoda, Principal

IDAHO

Elk River Public Schools
Blackfoot, Idaho
K-12 (150 children)
Completely Individualized

Grand View High School
9-12 All areas

Hagerman High School
Hagerman, Idaho
9-12 All Areas

ILLINOIS

Juliette Low Elementary
Arlington Heights, Illinois

CAM Academy
Chicago, Illinois
Drop-Outs School
3932 Madison
Chicago, Illinois

Lakeview High School
Decatur, Illinois
9-12 Independent Study in All Subject Areas
Gary Lonnon - Project Director

Ladd Elementary
Evanston, Illinois

Skokie Junior High School
Winnetka, Illinois

INDIANA

Ben Davis Junior High School
Indianapolis, Indiana
Flexible, Modular Schedule
Learning Contracts

East Noble High School
Kendallville, Indiana
Flexible Scheduling
Pace Maker Award

IOWA

Community Middle School
Eagle Grove, Iowa
6-9 Math, Science, and Humanities
Mrs. Glorida Shaull, Information Coordinator

Mason City High School
Mason City, Iowa
Performance Curriculum
I.I. Program Self Paced
John P. Patzwald, Principal

Urbandale High School
Urbandale, Iowa
Modular Scheduling
Dale Whatt, Principal

KANSAS

Medicine Lodge High School
Medicine Lodge, Kansas
9-12 Any and All Subjects Through Independent Study
Harold Hanck, Principal

Topeka Public Schools
Topeka, Kansas
Ungraded Primary, 4-9 and 10-12 Remedial Reading
7-9 and 10-12 Independent Study
William L. Howard, Associate Superintendent

KENTUCKY

L. B. J. Elementary
Jackson, Kentucky
Miss Francis Johnson, Principal

LOUISIANA

No Identification

MAINE

Rockland District High School
Rockland, Maine
Fred Perkins, Principal

MARYLAND

Montgomery County Public Schools
Rockville, Maryland
Samuel Goodman, Director of Research

John F. Kennedy Senior High School
Silver Springs, Maryland
Modular Scheduling
Charles M. Procter, Director of Res.

MASSACHUSETTS

Hoarse Mann Elementary
Newton, Massachusetts
1-6 Subject Matter Areas

Meadowbrook Junior High
Newton, Massachusetts
7-9 Eng., S.S., Art, Music, Industrial Arts, Home Ec., Typing
(Continuous Progress)
Maurice H. Blum, Principal

Quincy Public Schools
Quincy, Massachusetts
ES-70
Project PLAN
Project ABLE
Lawrence P. Creedon, Assistant Superintendent

MICHIGAN

East Hill Junior High School
Bloomfields, Michigan
Continuous Growth

Franklin High School
Livonia, Michigan
Modular Scheduling
"The Franklin Clan"
David D. Amerman, Principal

Marine City High School
Marine City, Michigan
Grade 9 Physical Science
Grade 10 Biology and Algebra
10-12 World History, 11-12 English

Monroe Public Schools
Monroe, Michigan
Elementary Learning Laboratory
Terry Semones, Director of Reading Services

MINNESOTA

Central Junior High School
Alexandria, Minnesota
Reading/Study Skills/Instructional Materials Center
John C. Peterson, Principal

Duluth, Minnesota Public Schools
On-going Programs in:
Chester Park Elementary
Washington Junior High School
Central High School
Other Schools Also.

Hopkins Senior High
Hopkins, Minnesota
10-12 Most Areas
Ray C. Weidner, Project Director

Cooper High School
New Hope, Minnesota
10-12 Modular Schedule
Lyndon Ulvich, Principal

North Junior High School
St. Cloud, Minnesota
7-9 Modular Program
30% Independent Study Time
Jerry F. Larson, Principal

Lincoln High School
Thief River Falls, Minnesota
Modular Program
12th Grade S.S. and English
R. Edlund, Principal

White Bear Senior High
White Bear Lake, Minnesota
10-12 All Areas
Ray Wahlberg, Principal

MISSISSIPPI

McComb Public School
McComb, Mississippi
J. D. Prince, Superintendent

MISSOURI

Loretto in Kansas City
Kansas City, Missouri

Kirksville School
Kirksville, Missouri
K-12 L.A., S.S.
John Goeke, Title III Director

Ferguson-Florissant R-2 School District
St. Louis County, Missouri
McCluer High School
Ferguson Junior High School
Florissant Junior High School
Cross Keys Junior High School
Foreign Language Instruction
Florence Phelps, Director

Horton Watkins High School
St. Louis, Missouri
Modular Scheduling
Gordon R. Garrett, Director of Research

The University School System
University City, Missouri
McKnight Elementary
University City High School

MONTANA

No Identification

NEBRASKA

Hasting Public Schools
Hastings, Nebraska
Flexible Modular Scheduling
Grades 3, 6, 10-12
Ross L. Speece, Superintendent

Park Elementary
Kearney, Nebraska
5-6 All Subject Matter Areas
Donald Clark, Principal

Archbishop Ryan Memorial High School
Omaha, Nebraska
Entire School 9-12
Sister M. Pacis, OSF

Harry A. Burke High School
Omaha, Nebraska

NEVADA

Roy Martin Junior High School
Las Vegas, Nevada
7-9 Major Areas
Resource Study Center
Bruce Miller, Principal

Ruby S. Thomas Elementary
Las Vegas, Nevada
All Areas
Multi-Media Library

Virgin Valley
Mesquite, Nevada
7-12 Entire Curriculum
Blane W. Allan, Principal

NEW HAMPSHIRE

Somersworth High School
Somersworth, New Hampshire

NEW JERSEY

Washington Elementary
Trenton, New Jersey
I.P.I. Demonstration School

Willingboro Public School
Willingboro, New Jersey
1-3 I.P.I., 9-12 English, S.S., Math

NEW MEXICO

Western States Small Schools Projects
Programmed Mathematics
Des Moines High School -
 Programmed English
Quemado High School
Cloudcroft High School
Dora High School

Clovis Muncipal High School
Programmed English
Vernon Mills, Superintendent

Corona Public Schools
Corona, New Mexico
1-12 Reading, L.A., and Math

NEW YORK

Ithica School District
K-12 Audio-Tutorial Program
 of Cornell University
Dr. Leonard C. Buyse, Assistant
 Superintendent

Merrick Elementary School
Merrick, Long Island, New York

Miskayuna Public Schools
Schenectady, New York
Joseph Oakey, Special Projects
 Director

Harlem Preparatory School
New York, New York
Edward F. Carpenter, Headmaster

NORTH CAROLINA

Durham Public Schools
Durham, North Carolina
Dr. Spalding, Project Director

Lejeune High School
North Carolina
Non-Graded High School

Parkland Senior High School
Winston-Salem, North Carolina
Flexible Scheduling and Team Teaching
Marvin Ward, Principal

NORTH DAKOTA

Red River High School
Grand Forks, North Dakota
10-12 "Non-timed Flexible Scheduling"
Chris S. Ballas, Principal

Campus Laboratory School
Minot State College
Minot, North Dakota
K-4 Communication Program
Joseph Wax, Principal

L. E. Berger Middle School
West Fargo, North Dakota

West Fargo High School
West Fargo, North Dakota
All Areas

OHIO

Ford Junior High School
Berea School System
Cleveland, Ohio
7-9 Major Subject Matter Areas, Plus
 Art, Industrial Arts, and Home Ec.
Learning Centers and Libraries
Niel Fort, Principal

Mareland School
Shaker Heights, Ohio
All Elementary Levels

Sidney High School
Sidney, Ohio
12th Most Areas
10-12 Biology and Reading
Clayton C. Pepple, Principal

Witmer High School
Toledo, Ohio
Subject Matter Areas
Open Laboratories
Jalan Audferheide, Principal

OKLAHOMA

Putnam Heights Elementary
1601 N.W. 36th Street
Oklahoma City, Oklahoma
Mrs. Erma Baskett, Principal

OREGON

Portland Public Schools
9-12 Eng. and S.S.
Roosevelt
Jefferson
Jackson
Madison
Franklin
Lincoln
Grant
Mr. Alvin Hulse

1-8 Language Arts
Sitton
Lane
Whitman
Woodlawn
Foster
Boise
James John
Vestal
Charles Boer

Kindergarten
Language Development (CHILD)
Perceptual-Motor Development (IMPS)
(CHILD)
Lane
Lent
Vestal
Chief Joseph
King
Woodlawn
Humboldt
Sunnyside
George

(IMPS)
Barlow
Foster
Marysville
Kelly
Scott
Sacajawea
Mrs. Sarah Irvin

Hoover Elementary
Corvallis, Oregon
L.A. and I.P.I. Math
Al Haydon, Principal

River Grove Elementary
Lake Oswego
1 and 5 All Areas
Darrell Potter, Principal

Pendleton Public Schools
On-going Programs in:
John Murray Junior High
Serwood Heights Elementary
Washington Elementary

Highland Park Junior High
Beaverton
7-9 Industrial Arts
Jack Nelson, Principal

PENNSYLVANIA

Abington High School North Campus
Abington, Pennsylvania
Grades 9 and 10
(Modular Scheduling)

The Philadelphia School District
Philadelphia, Pennsylvania
Hancock Demonstration School
Conwell Middle Magnet Schools
Daniel R. Fascione, Assistant Director

I.P.I. Demonstration Schools
McAnnulty Elementary School
Pittsburgh, Pennsylvania
Downey Elementary
Harrisburg, Pennsylvania
Richland Elementary
Quakertown, Pennsylvania

RHODE ISLAND

Middletown High School
Middletown, Rhode Island
7 and 8, 9-12 Continuous Progress

Edmund W. Flynn
Providence, Rhode Island
1-5 Math, Science, Music, Art
David Minicucci, SEC

SOUTH CAROLINA

Meadowfield Elementary
Richland County School District
Columbia, South Carolina

SOUTH DAKOTA

Huron High School
Huron, South Dakota
Modular Scheduling
"Computer Costs Seventy-Five Cents/Pupil
James Solon, Principal

Mt. Marty High School
Yankton, South Dakota
Grade 9 Algebra 1
Grade 11 Algebra 2
Sister Martin Mergen, Instructor

TENNESSEE

Tusculum Elementary
Greenville, Tennessee
Dr. Robert DeLozier

Oakridge High School
Providence Road
Oakridge, Tennessee 37831
Thomas R. Dunnigan, Principal

TEXAS

Project for Individualized Instruction
J. Robert Purvis, Director
6700 Arroyo Seca - Room 304
Austin, Texas 78757

Austin Independent School District
Brentwood Elementary
Metz Elementary

Matzke Elementary
Cypress, Texas
K-5 All Subjects
Kay Killough, Principal

Stevens Elementary
Houston, Independent School District
K-6 Basic Skills to Independent Study
Margaret McConnell, Principal

John H. Glenn Junior High School
San Angelo, Texas
Modular Scheduling
Adine C. Wright, Director of Dissemination

Kindred Elementary
San Antonio, Texas
1 and 2 All Subject Matter Areas
(85%-90% Mexican Americans - English is the Major Problem)

UTAH

Parkside Elementary
Murray, Utah

Roy High School
Roy, Utah

Meadow Moor Elementary
Granite District
Salt Lake City, Utah

Parkview Elementary
Salt Lake City, Utah

East Elementary
Tooele, Utah

VERMONT

No Identification

VIRGINIA

Alexandria Public Schools
418 W. Washington Street
Alexandria, Virginia 22313
Dr. John Albohm, Superintendent

Fort Hunt High
Alexandria, Virginia
Ann M. Jackle, English Dept.
 Chairman

John Adams Middle School
Alexandria, Virginia
Albert E. Edgerton, Principal

WASHINGTON

Campus Elementary
Eastern Washington State College
K-6 All Areas
R. Dean Cauldwell, Principal

SEATTLE PUBLIC SCHOOLS
On Going Programs In:
Roxhill Elementary
Madrona Elementary
Minor Elementary
Laurelhurst Elementary

Joel E. Ferris High School
Spokane, Washington
9-12 All Subjects
Arthur Blavert, Principal

WEST VIRGINIA

George Washington High School
Charleston, West Virginia 25314
Mrs. Edith Martin,
 Director of Dissemination

WISCONSIN

Cashton Elementary
Cashton, Wisconsin

Delavan-Darien High School
Delavan, Wisconsin
Introductory Geometry, Typing 1 and 2
Frederic G. Verlop, Principal

Green Bay High School (Southwest)
Green Bay, Wisconsin

Janesville Elementary
Janesville, Wisconsin

Ray W. Hugel Elementary
Madison, Wisconsin
K-6 L.A.
Jerry Johnson, Principal

WYOMING

No Identification

APPENDIX C-1

Mr. Milton S. DeMello
Kailua High School
451 Ulumanu Drive
Kailua, Hawaii   96734

Dear Mr. DeMello:

Thank you for completing our individualized instruction program questionnaire. We would like to include a site visitation to your school as part of our nationwide study about on-going individualized instruction programs.

Dr. Jack V. Edling will be in Hawaii from May 8 - May 15, 1969. He would like to visit with you and your school's individualized instruction program on Monday, May 12, 1969. During this visit he will be interested in getting from you and your staff the following information: (a) what are the goals of your program; (b) how are you accomplishing meeting these goals; (c) how was your program originated and implemented; (d) what evaluation, formal or informal, do you have to support your program's success; (e) what problems have you had; and (f) what are your plans for the future. Please do not consider this a formal list, but just as a guide that you might find helpful before Dr. Edling visits your school.

The information gathered by Dr. Edling will be used to facilitate interested schools in implementing their program of individualized instruction. The visit to your school is part of a U.S. Office of Education sponsored project to find out what is going on in individualized instruction and locate the information necessary to implement such a program.

We are looking forward to Dr. Edling's visit with you on May 12, 1969. Please complete the enclosed card and return it to me at your earliest convenience.

Sincerely,

James E. Buck
Individualized Instruction
Project Coordinator

JB/ch

APPENDIX C-2

Data Collection Tour Site Visitations

1- John Murray Junior High School
Pendelton, Oregon

2- Hagerman High School (Grandview H.S.)
Hagerman, Idaho

3- Parkside Elementary School
Murray, Utah

4- East Elementary School
Tooele, Utah

5- Parkview Elementary School
Salt Lake City, Utah

6- Meadow Moor Elementary School
Granite District
Salt Lake City, Utah

7- Roy High School
Roy, Utah

8- Huron High School
Huron, South Dakota

9- L.E. Berger Middle School
West Fargo, North Dakota

10- Chester Park Elementary School
Duluth, Minnesota

11- Washington Junior High School
Duluth, Minnesota

12- Central High School
Duluth, Minnesota

13- Juliette Low Elementary School
Arlington Heights, Illinois

14- Skokie Junior High School
Winnetka, Illinois

15- Ladd Elementary School
Evanston, Illinois

16- Janesville Elementary School
Janesville, Wisconsin

17- Cashton Elementary School
Cashton, Wisconsin

18- Green Bay High School (Southwest)
Green Bay, Wisconsin

19- Urbandale High School
Urbandale, Iowa

20- Burke High School
Omaha, Nebraska

21- Haxtun High School
Haxtun, Colorado

22- Franklin Elementary School
Greeley, Colorado

23- C.G. Skif School - Elementary
Phoenix, Arizona

24- Brittan Area Elementary
San Carlos, California

25- Granada Community School (Elem.)
Corte Madera, California

26- Hillsdale High School
San Mateo, California

27- UCLA Lab School (Elem.)
Los Angeles, California

28- Temple City Public Schools
Temple City, California

29- Pacoima Elementary School
Pacoima, California

30- District 6 Elementary School
Phoenix, Arizona

31- John H. Glenn Jr. High School
San Angelo, Texas

32- Matzke Elementary School
Cypress, Texas

33- McComb Public Schools
McComb, Mississippi

34- Miami Springs Sr. High School
Miami Springs, Florida

35- Nova Public Schools
Fort Lauderdale, Florida

36- Melbourne High School
Melbourne, Florida

37- DeKalb Public Schools (Elem.)
Decatur, Georgia

38- Durham Elementary School
Durham, North Carolina

39- Montgomery Public Schools
Rockville, Maryland

40- West Dover Elementary
Dover, Delaware

41- Merrick Elementary School
Merrick, Long Island, New York

42- West Hartford Public Schools
Hartford, Connecticut

43- Niskayuna High School
Schenectady, New York

44- Milton Community School
Milton, Pennsylvania

45- Harrisburg Elementary School
Harrisburg, Pennsylvania

46- Kahala Elementary
Honolulu, Hawaii

47- Kailua High School
Kailua, Hawaii

48- Kauai High & Intermediate
Lihue, Kauai, Hawaii

APPENDIX D

Bibliography on Individual Differences and Individualized Instruction.

Note: Many references are not listed herein because they are listed in the bibliographies cited.

APPENDIX D

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